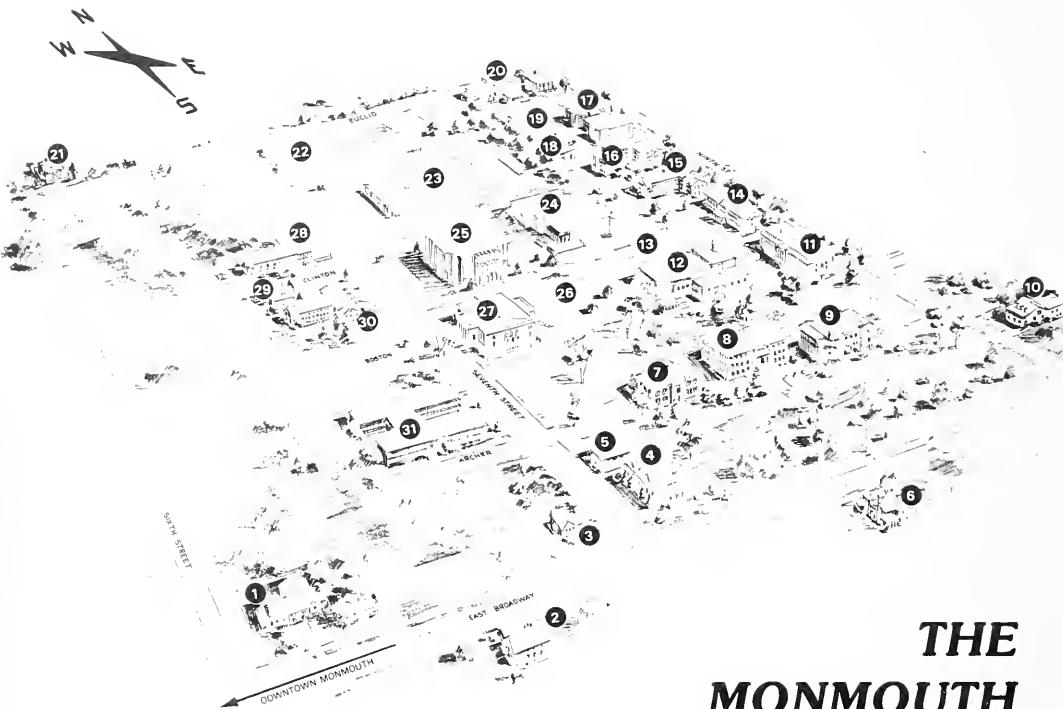


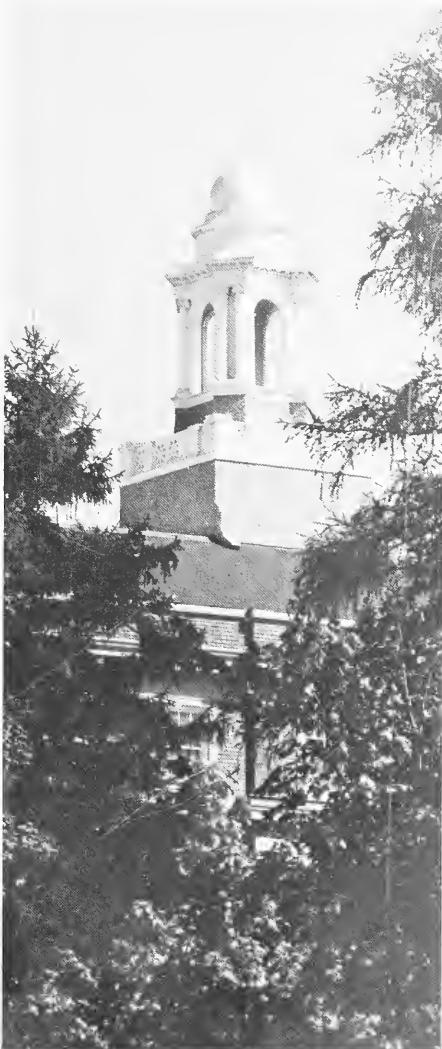


*Monmouth
College*



THE MONMOUTH COLLEGE CAMPUS

1. Administration Building
2. Theta Chi Fraternity
3. Marshall Hall
(Sorority Meeting House)
4. Auditorium
5. Little Theatre
6. Zeta Beta Tau Fraternity
7. Carnegie Hall
(Bookstore and Student Development Office)
8. Wallace Hall
(Classrooms)
9. McMichael Academic Hall
10. Austin Music Hall
11. McMichael Hall
(Women's Residence)
12. Student Center
13. Tennis Courts
14. Grier Hall
(Women's Residence)
15. Winbigler Hall
(Men's Residence)
16. Cleland Hall
(Men's Residence)
17. Liedman Hall
(Women's Residence)
18. Art Center
19. Athletic Annex
20. Fraternity Complex
21. Sigma Phi Epsilon
22. Tau Kappa Epsilon
23. Quinby House
(President's Residence)
24. North Field
25. Bobby Woll Athletic
26. Field
27. Hewes Library
28. Haldeman-Thiessen
29. Science Center
30. Park Area
31. Gymnasium and Pool
32. Graham Hall
33. Alpha Tau Omega
34. Fraternity
35. Fulton Hall
36. (Health Center)
37. Gibson Hall
(Upper-class Residence)



*Monmouth
College*

Catalog

1981 - 1982

1982 - 1983

**Monmouth College
Monmouth, Illinois 61462 - 9989
Telephone: (309) 457 - 2311**

Monmouth College admits students,
awards financial aid, and conducts its academic
and extracurricular programs without regard to race,
religion, sex, national origin, or physical handicap.

This catalog provides information only and does not constitute a contract between the College and any person. The College reserves the right to alter or amend without notice. Students are encouraged to consult their faculty advisers or the appropriate College officers on matters which are essential to their degree programs. On questions about College regulations and policies on student life, students should consult the current student handbook.

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An insert to this catalog provides information on current costs, student charges, and the academic calendar.

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Introducing Monmouth College

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■ **Location of the College.** Monmouth College shares its name with the town that is its home, the seat of Warren County in western Illinois, a pleasant and hospitable community of 11,000 people. The Mississippi River, still the threshold of the American West, flows just 15 miles from Monmouth's campus. Chicago is 180 miles to the east. The Quad-Cities—Moline and Rock Island in Illinois, Davenport and Bettendorf in Iowa—straddle the Mississippi 40 miles due north. Monmouth is served by bus and is easily accessible from Interstates 80 and 74. Commercial air service is available through Moline and nearby Galesburg. Monmouth's location also permits easy access to other academic communities: Western Illinois University is 30 miles south in Macomb; Augustana College is located in Rock Island; and Knox College, Monmouth's traditional rival in athletics, is just 16 miles away in Galesburg.

■ **The College's History and Purpose.** Founded in 1853 by pioneering Scottish Presbyterians, Monmouth College brought the blessings of civilization to the people of the rough frontier and spoke of traditional values to those who were shaping a new world. Though today our life knows different frontiers, the College still thinks of its purpose as its founders did—preserving and celebrating the traditions that have been entrusted to it while promoting discovery and investigation. Although the student body today includes many who come from far beyond western Illinois, Monmouth continues to have a strong sense of identity with its local community and with the region in which it is proudly rooted.

Unusual for the time, Monmouth College was created a coeducational institution. Indeed, it was one of the first colleges to give women equality with men, and, not surprisingly, women's interests have been prominent in the College's history. The first sorority in the nation, Pi Beta Phi, was established at Monmouth, as was the third oldest, Kappa Kappa Gamma.

Monmouth has chosen to remain the collegiate institution it was founded to be, preferring not to expand into a university. Monmouth continues to insist that its purpose is not to pursue knowledge for its own sake, in the university's fashion, but to encourage students to seek values by bringing together knowledge and belief in a coherent whole. The College has neither graduate nor professional schools and is therefore able to focus its resources entirely on its undergraduates. In true collegiate fashion, Monmouth stresses the unity and equality of the academic disciplines that compose it. The College's chief interest lies in providing its students a generous understanding of human experience; individual disciplines receive their sense of direction from that larger commitment rather than permitting the specific interest to become an end in itself.

The American collegiate tradition has always emphasized, as Monmouth does today, the crucial influence of teachers and the close relationship of students and professors. Only in a small college are such relationships likely to grow beyond the specific course and endure beyond the single term. Monmouth's commitment to provide students ready access to their teachers is easily seen in the student-faculty ratio. For the College's 700 students there are 65 faculty members. All full-time faculty hold advanced degrees, and three fourths hold the highest degree that can be earned in their discipline. Smallness is a deliberate feature of Monmouth's character, then, and in embracing deliberate limitation the College focuses upon what is essential in undergraduate education. Just as our students are provided unusual access to the faculty, beyond the classroom as well as in it, so they have ready access to library holdings, to laboratory equipment, and to opportunities for direct participation in the College's life.

As emphases in undergraduate teaching have changed in the last quarter century, introducing new devices like the computer and new techniques of teaching and learning using audiovisual aids, Monmouth has undertaken an extensive building and renovation program to give it outstanding facilities for a small liberal arts college. Its library and science center harness modern technology to the service of teachers and students. The campus offers a happy blend of traditional architecture, in the College's oldest buildings, and functional forms, in its newest structures, giving an appropriate place to each.

To increase the range of opportunities for its members while retaining the advantages of smallness, Monmouth and twelve other colleges similar in kind and purpose founded a consortium, the Associated Colleges of the Midwest (ACM). These colleges, located in Colorado, Iowa, Minnesota, and Wisconsin as well as in Illinois, together offer programs which singly they could not. These provide opportunities, described fully elsewhere in this catalog, for members of the College to engage in a remarkable range of off-campus study projects, both in this country and overseas, for a term or an academic year.

In keeping with its traditions and the intentions of its founders, Monmouth College seeks to bring its students to understand the essential paradox of our existence: We achieve the fullness of our individual humanity only in the larger context of society. The welfare of our society depends on its members' recognizing that truth and seeking to translate their own gains in understanding into the service of their fellow human beings. Like all educational institutions, Monmouth wishes to see its students change. But we foster change neither for its own sake nor only for the advantage of the individual. In the curriculum, in student and faculty organizations, and in every aspect of our corporate life, we seek to set individual interest in the context of collegiate concern. Thus we propose the idea of a better society that can also exist beyond the College, one in which the fullest individual freedom is realized in the service of the whole.

Monmouth College argues, then, for a mode of liberal education that is altogether liberating because it is purposeful. First, it proposes the fullest development of the individual as a thinking, feeling, and acting human being. It argues, second, for recognizing and serving the larger frames of human activity and experience within which we, as individuals, have our being. And finally it proclaims, as the foundation for everything we do, the understanding of humanity and the world proposed in Christian belief. We stand opposed to the view that the universe and humankind are merely naturalistic accidents, interesting as phenomena but without purpose. Thus our mode of inquiry is intended to lead students beyond the analysis of isolated facts and moments of experience, enabling them to discover a meaningful pattern. We wish them to organize a coherent set of beliefs out of the separate elements of understanding. Monmouth College continues to believe that upon such a foundation can be built both the best kind of individual life and the best kind of society.

■ **Accreditation and Affiliation.** Monmouth is a four-year college offering the Bachelor of Arts degree and is fully accredited by the North Central Association of Colleges and Schools. The program of the Department of Chemistry is accredited by the American Chemical Society, and that of the Department of Education by the Illinois State Teacher Certification Board.

Recognizing that no intellectual process is value free, Monmouth College is committed to the values and ecumenical perspective of the Christian faith and encourages its members to explore the implications of those values for their lives and the world. While the College chooses, quite deliberately, to maintain its affiliation with the United Presbyterian Church, it welcomes students of all faiths.

Student Life

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■ **Education Beyond the Classroom.** The Monmouth College campus, humane and intimate, provides inviting settings for teaching and learning. Often admired for the beauty of its trees and pleasant spaces, the campus is surrounded by a handsome residential area just a short distance from the town center. It is a walking campus where no building is far from any other and where members of the College quickly come to recognize familiar faces as they meet on campus walks and congregate for College occasions.

For students in some institutions, the undergraduate years mean only taking courses. In contrast, Monmouth's students find that education extends beyond the classroom, reaching into residence halls and dining room, embracing a broad range of cocurricular activities. Lectures, concerts, and performances by visitors are planned to complement the academic program. The College newspaper and other publications, the campus radio station, music groups, and the theater provide opportunities for students to develop their talents and to enrich the College's life. Many members of the College find challenge and learning opportunities in the athletic programs, both intramural and intercollegiate. A prominent focus of campus interest is the student government, which is responsible for a broad range of matters. In all of these there are opportunities for learning, for leadership, and for interaction with faculty members.

■ **Instructional Facilities.** The Hewes Library, at the physical as well as the metaphorical center of the campus, is a modern, air-conditioned facility which features an open-stack system that gives users direct access to its holdings. The library houses nearly 200,000 volumes and receives more than 800 journals, domestic and foreign. It has been a depository for U.S. government documents since 1860. Thanks to links with the Illinois Library Network and other ACM colleges, the student at Monmouth has access to a wealth of books through interlibrary loan. The Hewes Library provides many study areas, including individual carrels and seminar rooms.

Haldeman-Thiessen Science Center, named for two of Monmouth's most celebrated professors, is a remarkable facility for a small college, providing students with extraordinary laboratories and instrumentation. Built in 1970, it is the symbol of the College's long-lived reputation for excellence in the laboratory sciences.

The Auditorium, the oldest building on campus, serves the College as chapel, concert hall, assembly area, and lecture hall. Its renovation in 1981 provided a hall with splendid acoustical qualities and theater-style seating even while it preserved the charm of the original structure.

The major instructional programs in the humanities and social sciences are carried on in two gracious buildings in the classic collegiate style, Wallace and McMichael, named for presidents of Monmouth College. In Wallace Hall, the Computer Center and audiovisual facilities adjoin classrooms and faculty offices. Carnegie Hall, once the library, now houses the Student Development Office, the Learning Skills Center, the bookstore, and teaching space for drama. Most College theater productions are staged in the Little Theatre. Art and music have their activities in their own buildings on the east side of the campus.

■ **Student Development Services.** The staff of the Dean of Students' Office—the deans, directors, physicians, nurse, head residents, and resident assistants—have a special responsibility for the quality of student life. Together, they touch all aspects of student life—academic, social, and cultural.

The Dean of Students' Office administers all student development services. The deans concentrate particularly on individual and group counseling, advising the student government, judicial affairs, fraternity and sorority affairs, special programming, and residence life.

The Health Center, staffed by physicians and a registered nurse, provides routine health care. The physicians hold office hours on campus on weekdays, and the nurse is on duty during the day for appointments and emergency treatment. The Health Center staff makes referrals to the local hospital and medical specialists when necessary. These services are available to students without charge, but students should make certain that they are covered by their family's health and hospitalization program.

The Career Planning and Placement Center works to effect an appropriate union of the College's educational purposes and the vocational goals of students. Workshops, special presentations, and library resources provide students an opportunity to assess their personal interests, aptitudes, and skills throughout their four years at Monmouth. Career planning and placement is described in a special section of this catalog.

The Student Center is the hub of extracurricular activities on campus. The Director of the Student Center and student assistants work closely with the Community Activities Board and other organizations in planning a wide range of activities. These include concerts, exhibits, lectures, and many other social and cultural programs. In addition, through worship services on campus, off-campus retreats, and other activities, the College seeks to enrich the religious life of its members and to keep religious questions before the community.

Monmouth believes that a residential college should provide more than room and board and that living in residence halls affords special opportunities for learning from others. Personal growth, intellectual development, and maturity seem to come more quickly to those who are continuously engaged with their fellow students and who contribute to making dormitory life a richer experience for everyone. Accordingly, the College requires all its students to live on campus, except those who reside with their parents in the Monmouth area. While providing some supervision of students in residence through its system of head residents and resident assistants, Monmouth encourages its students to govern their own living units and to develop their own social programs. Thus each residence hall has its own council composed of elected representatives who manage the hall's affairs.

In its residential system Monmouth has sought to provide an unusual range of living opportunities and experiences. None of its halls is quite like any other, either in its architecture or its internal arrangements. Styles range from Winbigler's long corridors and large, traditional lounge areas to modern Gibson, where rooms are arranged in fours around a shared bathroom. Again, one hall may have unlimited visitation hours, while the residents of another may have chosen to restrict visitors to the evening hours. In all its residences the College has chosen to provide a high standard of maintenance and to enhance students' living by making their surroundings bright and cheerful—a fact that strikes visitors at once. The College has wished to give its students every reasonable opportunity to choose between alternatives in accommodations, physical surroundings, and life-styles.

Each spring returning students sign up for rooms, stating their preference, while new students indicate their housing preferences during the summer. The College makes every effort to provide students with the housing they prefer.

Many Monmouth students choose eventually to join fraternities or sororities. Sorority women live within the residence halls, choosing rooms as do the unaffiliated. Fraternity men, according to their affiliation, either live in the fraternity house or choose to spend some or all of their years in a residence hall.

Most students, including some who live at home, take their meals in the dining room of the Student Center. All students in residence are required to dine on campus. Private dining rooms in the Student Center are available for special occasions.

■ **Recreation and Athletics.** More and more people are recognizing that an organized program of recreation is necessary to their spiritual as well as to their physical well-being. Monmouth provides a variety of opportunities, from the tight discipline of intercollegiate competition to an informal bowling schedule. The College's Bobby Woll Athletic Field features a new eight-lane track with a rubberized asphalt surface, already the scene of regional meets. A new recreation building is in the planning stage and will be built as an extension of the present gymnasium, which will then be remodeled.

Monmouth's men compete in ten varsity sports: football, soccer, cross country, basketball, swimming, wrestling, baseball, track and field, golf, and tennis. Monmouth's women compete in volleyball, cross country, tennis, basketball, swimming, track and field, and softball on the varsity level. More than 80 percent of Monmouth's students find recreation in the extensive intramural program, whether on the lighted tennis courts, in the billiard room, or in the pool.

■ **Campus Organizations.** The student handbook describes the many campus organizations that serve the variety of interests found among Monmouth's students. Honor societies enroll students who achieve academic distinction, and several groups provide for those whose talents are in the arts. Notable among Monmouth's traditionally strong music organizations is the bagpipe band, the Monmouth College Highlanders. The Association of Women Students, the Black Action and Affairs Council, the International Club, and the Fellowship of Christian Athletes speak to the special needs of students with particular backgrounds or interests.

Students find in the city of Monmouth a congenial and friendly community, proud of the College that bears the same name. Many local organizations welcome volunteer workers from the student body. Local churches invite students to join their congregations and often depend on them to be organists, soloists, and leaders of youth groups. Similarly, local schools have come to count on students' helping them with tutoring and coaching. Through the YMCA, the Scouts, children's aid organizations, and homes for the elderly, all those who wish to serve find significant, rewarding opportunities.

■ **College Governance.** Because all members of the College are responsible for nurturing freedom and values in the institution, Monmouth has traditionally invested considerable authority in its student body. The College has fostered the candid evaluation by students of its academic and extracurricular programs, even as it has encouraged open discussion of social issues. Monmouth has long recognized that it must be shaped by students' interests and respond to students' needs. Accordingly, the College provides extensive opportunities for students to be involved at all levels of its decision-making processes.

The College's system of governance involves three bodies which work together for the welfare of the whole.

The Monmouth College Senate has the legal responsibility and authority for managing the College's resources. It delegates certain powers to the College's administrative officers, faculty, and student body. The Senate is composed of no fewer than 33 directors, nine of whom serve as trustees on the Executive Committee. To ensure that students' views are heard in this highest assembly, the officers of the Student Association sit in all plenary sessions and with Senate committees.

The faculty, charged with the responsibility for all the educational programs of the College, accomplishes its work through its Senate and some 15 standing committees. Unless specifically excluded by the faculty's statutes, students participate on all faculty committees, helping to develop policies for the regulation of the institution's corporate life. The monthly meetings of the faculty are open to students, and any member of the College may speak to an issue on the floor.

The body politic of Monmouth's students is the Student Association, which has a wide interest in and responsibility for the quality of student life. Its executive body is the Student Senate, which is made up of the association's officers and elected representatives. It is from this body, normally, that recommendations for action and proposals for change go to the faculty and the trustees.

■ Rights and Responsibilities. The College guarantees its students a number of rights consistent with its encouragement of individual freedom. The right of every student to petition the faculty on his or her own behalf is complemented by the right to speak to larger questions before the whole faculty in assembly. The right of free expression in the College newspaper and in other publications is long-standing, as is the right of students collectively to decide on the use of student activity funds. In turn, students, as members of a free community, are expected to share responsibility for the welfare of the College and to defend its good name. Accordingly, the Student Association has established certain rules for the regulation of student life, encouraging a climate of shared social responsibility in which individual freedom for all can flourish. These freedoms and responsibilities are detailed in the student handbook.

Particular regulations deal with the use of alcoholic beverages on campus; the College's position is, briefly, that it will permit students in their residences to exercise responsibly those freedoms in the use of alcohol afforded them by the state of Illinois and that it will attempt to educate them to the potential dangers of what is now known to be a drug.

The College allows a student in good standing to keep an automobile on campus, provided that the vehicle is registered with the Dean of Students.

In accepting admission to and enrolling at Monmouth College, students implicitly agree to comply with College regulations while they are students under the College's jurisdiction. Monmouth College reserves the right to suspend or dismiss a student whenever in its judgment the welfare of the College community demands such action.

Career Planning and Placement

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■ **Career Planning and Liberal Education.** As the American collegiate tradition has defined it, liberal education is not intended to be an ivory tower. It is meant to equip students to lead lives useful to themselves and to their society. Liberal education provides the best preparation for a career, teaching students to think flexibly and to judge independently after carefully analyzing information. It makes them aware of the value of different modes of thought and forms of creativity and gives them the verbal and critical skills that are prized in the professions. It is widely recognized that a disproportionately large number of leaders in business and industry graduated from liberal arts colleges.

To assert the value of liberal studies as a basis for a career is not to deny preprofessional courses a place in the liberal arts college. Monmouth College has always wished its students to understand that preparation for a career goes hand in hand with the personal growth and intellectual development fostered by its liberal arts curriculum. Every major program at the College carries within it some element of preprofessional training and some measure of instruction in applying theoretical understanding to practical questions. We believe that the chemist, the musician, the accountant, the nurse, who has studied in the College will be a better practitioner of that craft for having been prepared in the context of liberal studies here. Throughout students' years at Monmouth, they are encouraged to relate the processes of the classroom and extracurricular experience to thoughts of a career and the world of work beyond the College.

The faculty and staff of Monmouth College seek in a variety of ways to advise students about career choices and work opportunities. Most students enter college uncertain about their career goals, often not realizing the opportunities that exist.

Many who as freshmen thought themselves certain of their career goals make changes before they become seniors. It is an advantage of the liberal arts college that students do not become prematurely committed to a preprofessional track and that the breadth of their undergraduate experience permits them to remain open to many career choices.

■ The Career Planning and Placement Center.

In the Career Planning and Placement Center students find, from the freshman year forward, a variety of valuable aids and services. The office maintains a library of materials on the many professions and work opportunities available to graduates of liberal arts colleges. It offers a comfortable lounge area, where students may examine career-planning literature, and conference rooms for meetings with representatives of professional schools and potential employers.

The Director of Career Planning and Placement helps students assess their career interests, measure their aptitudes, prepare for job interviews, and compile their credentials. The office offers regular workshops and presentations as well as personal counseling.

In an ongoing program, the College invites graduates to return to the campus to discuss their working lives with students and to advise them on planning programs that will prepare them well for particular career paths.

■ Preprofessional Programs.

- COMMUNICATIONS. After receiving the B.A. degree, students can usually obtain an M.A. in communications after one year of concentrated study at a major university. Courses in English, psychology, and speech communication arts are useful preparation. Student publications, the campus radio station, debate, and extemporaneous speaking offer opportunities for students to gain practical experience.

- COMPUTER SCIENCE. Students who seek careers in this rapidly growing field should take a full complement of courses in mathematics in addition to courses in computer language and programming. The College's well-equipped Computer Center affords students ample opportunity for instruction and practice.

- DENTISTRY. Dental schools have varying requirements for admission but emphasize the sciences: biology, chemistry, physics, and mathematics. Students should familiarize themselves with the course requirements and academic standards of those dental schools to which they plan to apply. Predentistry students are advised by faculty members who are well acquainted with requirements and standards for admission to dental schools.

- ENGINEERING. Monmouth College is affiliated with Case Western Reserve University, the University of Illinois, and Washington University in a joint five-year program of engineering education. The plan calls for three years at Monmouth followed by two years of engineering work at one of these institutions. On completing the program, the student receives degrees from both Monmouth and the engineering school.

- ENVIRONMENTAL STUDIES. A synoptic major in environmental studies can readily be created by the student who selects appropriate courses from several science departments. Faculty members in the sciences advise students who wish to prepare themselves for graduate work in environmental studies or who seek practical experience while undergraduates, such as is available at the Biology Department's ecological field station.

- LAW. The student should prepare for a career in law by acquiring skills in communication and an understanding of human institutions and values. Courses in economics, government, history, philosophy, psychology, sociology, and speech are particularly recommended.

• LIBRARY SCIENCE. After receiving the B.A. degree, a student may qualify for a degree in library science with one year of training in a professional school. Specialized library work in business and industry is open to students with scientific training. Opportunities are available for students interested in library science to work in Monmouth College's Hewes Library.

• MEDICAL TECHNOLOGY. Monmouth has agreements with Rush University and certain accredited schools of medical technology in Illinois that permit students to combine study at the College with work at an affiliated school. The program leads to the bachelor's degree with a synoptic major in medical technology. These programs require a carefully designed course program at Monmouth in biology, chemistry, mathematics, and psychology. The programs are fully described in a brochure on careers in health care available from the Admissions Office.

• MEDICINE. Although requirements set by medical schools vary, the minimum science requirements for admission to most medical schools are one year of biology, two years of chemistry, and one year of physics. To deal with the mathematical concepts prominent in modern science, a sound knowledge of mathematics is recommended for medical school preparation. The Monmouth curriculum also provides the strong background in the humanities and social sciences that medical schools wish their students to have.

• MINISTRY AND CHRISTIAN EDUCATION. The American Association of Theological Schools recommends a broad liberal arts experience as the best preparation for the modern ministry. Concentrations in philosophy, religion, history, English, sociology, or psychology are encouraged, and some knowledge of Greek is a valuable asset. Students who are preparing for service in the field of Christian education will profit from courses in the Department of Education as well as from the above concentrations.

• NURSING. Monmouth College and Rush University have created a program in nursing which leads to the awarding of the B.A. degree from Monmouth and the B.S. from Rush. Graduates are eligible to take state licensing examinations and eventually to identify themselves as registered nurses. The details of the program's arrangements and course requirements are fully described in a brochure on careers in health care available from the Admissions Office.

• RESERVE OFFICERS' TRAINING CORPS. Monmouth College students may work toward a commission in the U.S. Army or the Army Reserve upon graduation. The program, open to both men and women, is taken in addition to the ordinary academic program and includes a six-week summer camp between the junior and senior years. The courses of the ROTC program are described in the section on the Department of Military Science.

• SOCIAL SERVICE. Many opportunities in social-service professions are available to students who major in psychology or sociology. Students should be aware of rapidly increasing opportunities for those who combine such a major program with a working knowledge of Spanish.

• TEACHING. Teacher preparation programs at Monmouth meet the professional education requirements of the Illinois State Teacher Certification Board. The programs provide students who are preparing to teach in elementary and secondary schools with opportunities to develop the skills and behaviors needed to become effective teachers. Students interested in teaching as a career should pursue programs of study which take into account their subject interests, their aptitudes, and their desire to qualify for a particular teaching role. The Urban Education program of the Associated Colleges of the Midwest offers unusual opportunities to Monmouth students, including a special program for those interested in bilingual education. Students may begin other programs at Monmouth and complete them in graduate school. Information about teacher education may be found in the section on the Department of Education.

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THE MONMOUTH PLAN

■ **The Three-Three Calendar.** The academic year at Monmouth is organized in three terms, and in each term students ordinarily take three courses. The three-three calendar, as it is usually called, was created to permit students and faculty members to concentrate on a smaller number of courses at a given time and to use their time more efficiently. Vacations do not interrupt the rhythm of course work but come appropriately between the terms, fitted to national holidays.

Courses meet for four or five 50-minute periods a week, with laboratory or studio courses having additional sessions. A term course usually earns one unit of credit, though some courses carry partial credit. Candidates for the degree must complete at least 36 units, with an average of C (2.00) or higher, and they must complete the work of their major, earning a grade of C or higher in each major course.

The requirements for the degree are based upon four academic years of work in which the student earns 36 to 40 units of credit, ordinarily at the rate of nine to ten per year. Every candidate for the degree must be enrolled in the College for the senior year.

■ **The Monmouth Curriculum.** The program of study at Monmouth College is a distinctive answer to questions which critics of higher education have increasingly urged upon America's colleges and universities: What form of undergraduate education best prepares people to live in a rapidly changing world? How can we provide students with marketable skills and at the same time propose the continuing values of liberal education? How can the specific interests of the individual be balanced by the larger concerns of humanity?

Reaffirming Monmouth's commitment to the best traditions of American collegiate education, the curriculum adopted by the faculty in 1981 comprises four elements: the freshman seminar, the required components in general education, the student's major program, and elective courses. While each of these elements has its specific purpose; together they create a four-year framework for liberal education. The required elements provide a structure to guide students toward the essential goals of liberal education. At the same time other elements permit students to make advised choices among appropriate alternatives.

The curriculum sets up creative interchanges between general requirements and specific interests as well as between the largest commitments of the College and the particular emphases of individual courses. The liberalizing processes are realized through these exchanges over the four years of study. The general education sequence provides the larger context of knowledge and human experience, raises questions of meaning and value, and provides a basis for judging the purposes and methods of particular disciplines. On the other hand, work in a single area of interest permits a student to develop special skills and to use the methodology of the discipline for inquiry in depth; it teaches students to handle the detailed information of specialized study and to apply understanding to their specific purposes.

- **THE FRESHMAN SEMINAR.** The seminar, taken by all freshmen in their first term, addresses the purposes of liberal and collegiate education. It helps freshmen to integrate themselves into the life of the College and to develop those skills essential to college work: critically reading a text, writing papers, using the library, thinking analytically, and communicating ideas orally. As a foundation course for the general education program, the seminar raises basic questions about human beings and their achievements, values, and purposes—questions the student will encounter again and again, in one form or another, both in the College and outside it.

A dozen students meet four times a week with a faculty seminar leader, and all seminar groups meet together on Wednesdays at 10:00 A.M. for a colloquium, lecture, or other presentation. Students earn one unit of credit for the seminar. (Students who transfer to Monmouth after their freshman year satisfy this requirement by taking a composition or journalism course.)

- **MAJOR STUDY.** To bring coherence to their course work, students eventually organize their academic program about their special interest, the major study. Sometimes the major is directly linked to the career the student intends to follow, but often it is not. A major program is a comprehensive examination of a particular discipline or topic, a rigorous study in depth which leads the student to understand what is necessary to claim knowledge of or competence in a subject.

Students may take a major program in a single discipline, fulfilling the requirements set by the department, or they may draw upon several disciplines to create a synoptic major, earning at least twelve units, six of them at the 300 or 400 level. In either case the major program provides an appropriate culminating experience during the senior year: a special seminar, a thesis, or an independent study project.

Each department publishes a description of the purposes and scope of the major program in its discipline(s), identifying the courses that are required. No more than twelve courses may be required in a discipline. Students may take additional courses in the department as electives, but no more than 15 courses in a single department may count toward the 36 units required for graduation. (The Curriculum Committee can recommend exceptions to the faculty.)

A synoptic major program must be approved by the Admissions and Academic Status Committee and be directed by an adviser appointed by the committee. Requests for approval must be filed at least one year before the student's graduation.

• **FREE ELECTIVES.** The Monmouth curriculum provides students with 10 to 14 elective courses, depending upon the scope of their major program. Electives provide opportunities for enrichment and experimentation. A student may choose to take additional courses in the major department, to develop a minor, or to enhance the work of the general education program.

• **THE GENERAL EDUCATION COMPONENTS.** The titles of the components of the general education program direct students' attention toward the lasting concerns of educated men and women, interests which go beyond the college years and academic institutions. General education is more than a simple call for breadth or for diversifying in many academic departments. It is a purposeful inquiry into those activities, forms, and institutions which define civilization and those experiences which define our shared humanity. General education is intended to help students look beyond individual courses and disciplines to those topics which should interest them for a lifetime.

The Monmouth curriculum identifies the largest elements of the College's academic interests as the five components of the general education program. Each component intentionally crosses the traditional lines of the academic divisions, arguing implicitly that these concerns cannot be contained within the disciplines. Each proposes that a synthesis of the disciplines is necessary if knowledge is to serve the largest human interests.

The general education program, which accounts for 13 of the 36 units required for graduation, is organized so that the student is enrolled in at least one component each year. The components called *Language* and *Systems of Thought and Belief* are required respectively in the freshman and senior years. The other three components may be distributed to suit the student's schedule, provided that other conditions are met.

Language. The creation and use of language is the most significant achievement of human beings, for our ability to organize our understanding in verbal symbols and to communicate sets us apart from all other life forms. The symbols of our language make communication possible at many different levels of meaning and allow us to translate our private experience into universal terms. Our native language admits us to the experience of all who use and have used it. It is the medium that bears the largest part of our cultural heritage from one generation to another. A sure understanding of language is the foundation of all knowledge, and the ability to use verbal symbols effectively is the most important of all skills.

At its deepest levels, language communicates in metaphorical terms, conveying feelings and intuitions which cannot be expressed in direct, literal language. Beyond examining the oral and written uses of language as explicit forms of communication, then, the study of language also entails considering the symbolic uses of words to express more than literal meanings, to create particular effects, or to influence the reader or listener in certain ways.

This component provides that every student have experience with a second language. The study of a foreign language allows students to see that their native language often reflects cultural needs and interests at the same time that it shares many basic patterns with other languages.

No element of this component is considered complete in itself. Even together they are only an introduction to what must be a continuing activity for all students: the effort to attain a more sophisticated understanding of language and ever greater skill in its use. For it is language which nearly completely defines our intellectual world and our common human experience.

The requirements in this component are (a) one course in speech which deals with communication theory and provides practice in spoken English, taken in the freshman year; (b) one course, Introduction to Literature (English 150), which deals with the metaphorical use of language and which provides experience in writing, taken in the freshman year; and (c) competence in a foreign language at the level of the 102 course. The Classics and Modern Language departments place or exempt students on the basis of a test administered during freshman orientation. Students who experience scheduling difficulty may postpone one or both units in a foreign language until the sophomore year.

Students whose lack of competence in writing is apparent to the Department of English are required to take Expository Writing (English 101) in their first term. Others who need assistance with writing assignments are referred to the Learning Skills Center for individual help, but their continuing difficulty may lead to their being required to take Expository Writing.

The Physical Universe and Its Life Forms.

Human beings are part of nature even while they transcend it by examining and describing it and by imagining very different worlds. Any statement about human beings which ignores their relationship to the rest of nature is incomplete and misleading. The natural world is usually dealt with as though it could be divided into two parts: the physical universe and living things. That division, convenient but arbitrary, is useful because the differences between the two seem obvious. Yet living things are an integral part of the physical universe, made of the same stuff and obedient to the same laws. Humankind shares with all other living things the limitations imposed by natural laws, but human beings, having learned how to manipulate nature, have responsibilities not shared by other life forms.

In this component students become sufficiently acquainted with the workings of the biological and physical worlds to understand the place of human beings in nature and their dependence on both the physical universe and the rest of the living world. They see the fragility of planet Earth and the living things upon it, and they perceive their responsibility to preserve and conserve these two worlds. Students also gain a working knowledge of the philosophy and methods of scientists as well as an appreciation of the limits of science and its mechanistic view of the natural world.

The requirements in this component are two courses, preferably in sequence, taken before the end of the junior year: (a) one unit course with laboratory in chemistry, geology, or physics; and (b) one unit course with laboratory in biology or psychology.

Beauty and Meaning in Works of Art. Works of art—achievements of the creative imagination in literature, music, art, and theater—are among the supreme accomplishments of the human race. Other components of the program emphasize human beings in the group; here the central interest is the creations of individuals. Yet that interest is tempered by the recognition that great works of art seem to evoke a universal response.

Human beings have found in the arts ways to comprehend their world and to celebrate their creativity, to shape and give order to their experience of life, to express their most private feelings, and to affirm their sense of a universal human community. The arts transmit the wealth of the past to contemporary man and give promise of transmitting to the future the best of the present.

To value the arts fully, students should learn their appreciation and participate in their creation. In this component the study of great examples of a particular art form is balanced by creative work: writing, painting, composing, playing, or making.

The requirements in this component are two units, preferably in sequence, taken before the end of the junior year: (a) one course emphasizing appreciation; and (b) one course emphasizing participation in the creative process (partial course credits from different disciplines may be added together to satisfy this requirement).

Human Societies. Humans are social beings, our lives and ideas considerably shaped by society and its institutions. Formative influences come to us from our immediate contact with others (our family and friends), from our experiences in institutions and organizations (schools, corporations, churches, and government), and from that large, subtle, pervasive set of ways of thinking and doing we call culture. Society shapes us in ways we may not suspect; the range of influences is immense. It may affect our attitudes of trust and mistrust, of optimism or pessimism; it may influence our sense of community or individual identity and provide the store of ideas within which we do our thinking.

Just as we need to understand the dimensions and characteristics of our own contemporary society, so we need a historical and extra-national perspective on ourselves. Studying the history of our society enables us to see how we became what we are and how events and developments in the past have shaped our present. Similarly, the study of a society outside our Western frame of reference helps us look critically upon assumptions we might otherwise never challenge and enhances our own cultural experience.

The requirements in this sequence are three sophomore- or junior-level courses, preferably in sequence, taken before the end of the junior year: (a) one course dealing with a smaller unit of society, that is, with interpersonal relationships or with smaller social groups; (b) one course dealing with a larger unit of society, that is, with questions on a national or international scale; and (c) one course dealing with a non-Western society.

Students are exempted by the Registrar from one term course for each term they are enrolled in an off-campus program.

Systems of Thought and Belief. In this component, the capstone of the general education program, students engage in a critical review of some of the answers which thinkers and visionaries have given to the great questions encountered in the freshman seminar and expanded upon in other components—questions about values, goals, purpose, and meaning. Some form of thinking and believing is, of course, involved in all courses. Here a more direct and self-conscious way is called for: a critical examination of deeper, less obvious levels of thinking. Here students examine the assumptions that underlie different ways of looking at life, various ideas about life's meaning, the methods of thought appropriate to particular systems, the different kinds of experience open to human beings, and various definitions of the good life.

Courses in this component focus on questions about man's relationship to nature, to institutions, and to God or the gods. They examine those experiences and insights which seem to cast light on whether there is direction and purpose to human life in ways that are sensitive to levels of experience that are not easily expressed.

The requirements in this component are two courses, preferably in sequence, taken in the senior year, in different departments. The Curriculum Committee designates appropriate courses in the various departments. While many students find courses in religion and philosophy useful vehicles for dealing systematically with these fundamental questions, some find that courses in other disciplines better serve them in coming to a considered conclusion about the worth of a free life.

Students enrolled in off-campus programs during their senior year are exempted by the Registrar from one of these two courses.

■ Requirements for the Degree. In summary form, these are the requirements for the degree:

1. Four years of academic work in which the student earns between 36 and 40 units of credit. An average of C (2.00) or higher must be obtained in 36 units.
2. Completion of the freshman seminar with a passing grade.
3. Completion of a major program with at least a C in every course counted toward the major.
4. Completion of the general education components:
Language.

One course in speech in the freshman year. Introduction to Literature (English 150) in the freshman year.

A foreign language at the 102 level in the freshman or sophomore year.

The Physical Universe and Its Life Forms. Two courses, preferably in sequence, taken before the end of the junior year:

One course with laboratory in chemistry, geology or physics.

One course with laboratory in biology or psychology.

Beauty and Meaning in Works of Art. Two courses, preferably in sequence, taken before the end of the junior year:

One course emphasizing appreciation and interpretation.

One course emphasizing participation in the creative process.

Human Societies. Three courses at the sophomore or junior level, preferably in sequence, taken before the end of the junior year:

One course dealing with a smaller unit of society.

One course dealing with a larger unit of society.

One course dealing with a non-Western society.

Systems of Thought and Belief. Two courses, preferably in sequence, taken in the senior year, chosen from a list of approved courses.

ACADEMIC POLICIES

■ Advanced Standing and Early Graduation.

While the Monmouth curriculum is a carefully designed program intended to occupy students fully for four years, some exceptionally well-prepared students may seek early graduation in order to pursue other educational opportunities. Such students may obtain approval for a program of work which will allow them to earn the degree in fewer than twelve terms. A student who wishes to graduate early must propose a program to the Curriculum Committee at least one year before the proposed graduation date and show that he or she will accomplish not only a minimum credit count but will also satisfy the requirements of the curriculum in exemplary fashion. A proposal for early graduation may include credit for work done in the Advanced Placement Program (APP) or the College Level Examination Program (CLEP) of the College Board, in summer school, or in the Thanksgiving interim.

Students who seek advanced placement or credit on the basis of APP or CLEP examinations should consult the Dean of the College. Placement or credit can be granted with the Dean's approval when recommended by the student's faculty adviser and the department concerned. Placement without credit may be granted on the basis of a test administered by a department.

■ Enrollment in a Fourth Course. A student with a cumulative average of 3.00 or higher or who has earned an average of at least 3.00 in each of the two preceding terms may register for four term courses. A senior in good standing may enroll for four courses in his or her final term.

■ **Class Attendance.** Faculty members set their own attendance requirements and announce them at the beginning of the course. The College expects students to attend classes regularly and holds them responsible for all the work of their courses. However, students need not apply to have absences excused and need not explain their absence unless their work is seriously affected. Then the Dean of the College or the instructor may require that all absences for the remainder of the term be explained. A student who continues to miss classes after being warned may be dismissed from the course with an F.

■ **Registration.** Students must register at the scheduled time for all courses for which they seek credit. They must assume responsibility for being properly enrolled in each course. During the sixth week of each term, students select courses for the following term. (New students select courses during their orientation period.) Courses are selected in consultation with the student's faculty adviser. All changes in registration require the written permission of the course instructors involved and the student's adviser. A fee is charged for each course change made after the first week of classes. No student may add a course after the first week of classes.

■ **The Grading System.** The grading system at Monmouth uses these symbols: A, B, C +, C, D, and F. Other symbols used in appropriate circumstances are WF (Withdrawn Failing), W (Withdrawn Passing), I (Incomplete), IP (In Progress), CR (Credit), and NC (No Credit).

- THE W (WITHDRAWN PASSING) is used when a student withdraws from a course before the end of the sixth week. In order to withdraw from a course after the first week, a student must have the approval of the instructor of the course, the adviser, and the Dean of the College. A student cannot withdraw from a course after the sixth week of classes except for illness or other circumstances beyond the student's control. The approval of the Dean of the College is necessary. If the student is permitted to withdraw after the sixth week of classes, the instructor reports W (Withdrawn Passing) or WF (Withdrawn Failing).

- THE I (INCOMPLETE) signifies that work in the course is incomplete due to illness or other circumstances beyond the student's control or that the instructor thinks further evaluation is needed to determine the grade. If the I is not removed by the seventh week of the next term, the Registrar records an F.

- THE IP (IN PROGRESS) is appropriate for seminars and individualized study courses in which the work of the course cannot be completed in one term. The appropriate grade will be given upon completion of the work, but the Registrar records an F if the work is not completed by the end of the following term.

- CR (CREDIT) AND NC (NO CREDIT) are the marks recorded for some one-sixth credit courses in which traditional grades (A, B, and so forth) are not awarded.

■ **Grade-Point Average.** For the purpose of computing a student's average, A is given a value of four points, B three, C + 2.5, C two, D one, and F zero. The average is determined by dividing the number of points earned during the term by the number of graded term courses carried. The cumulative grade-point average is the total of all grade points earned divided by the total number of graded term courses taken. Courses transferred from other institutions are not included in the grade-point average. Only courses for which final letter grades have been recorded are included in the grade-point average.

■ **Repeating a Course.** Repeating a course eliminates the grade and credit previously earned and substitutes for it the current grade and credit earned. Students who wish to repeat a course they have previously taken must file the appropriate form with the Registrar's Office.

■ **Appeals and Petitions.** A student has the right of appeal on any academic regulation. A student wishing to appeal a grade should first consult the instructor awarding the grade, then the chair of the department. Further appeal can be made by petitioning the Dean of the College, who may act or send the petition to the appropriate committee for its consideration. Forms for such appeals are available in the Registrar's Office.

■ **Academic Status.**

- **CLASSIFICATION.** All students are classified at the beginning of the fall term on the number of term course credits earned: freshman, fewer than 8 term courses; sophomore, 8 but fewer than 16 term courses; junior, 16 but fewer than 25 term courses; and senior, 25 or more term courses.

- **COLLEGE HONORS AT GRADUATION.** College Honors celebrate overall academic achievement. Students with a cumulative grade-point average of 3.50 or higher are graduated *cum laude*, with 3.75 or higher *magna cum laude*, with 3.90 or higher *summa cum laude*.

- **DEPARTMENTAL HONORS AT GRADUATION.** Outstanding performance in the major is recognized "with honors" in the appropriate discipline. Departments establish their own criteria for this honor.

- **ELIGIBILITY FOR DEAN'S LIST.** At the end of each term, students enrolled in three term courses who earn a grade-point average of 3.667 or higher are named to the Dean's List.

- **ELIGIBILITY FOR HONOR ROLL.** At the end of each term, students enrolled in three term courses who earn a grade-point average of 3.50 or higher are named to the Honor Roll.

- **PROGRESS AND SUSPENSION.** A student is considered to be making unsatisfactory progress if the cumulative grade-point average falls below 1.60 in fewer than 7 credits, 1.80 in at least 7 but fewer than 19 credits, and 2.00 when 19 or more credits have been completed. A student making unsatisfactory progress at the end of a term is counseled by the adviser or referred by the adviser to another person for academic counseling. After a second term of unsatisfactory academic performance, a student may be placed on academic suspension. The final decision regarding the suspension of a student is made by the Dean of the College. Academic suspension is for one year unless early readmission is approved by the Dean of the College.
- **READMISSION.** A student seeking readmission after academic suspension must petition the Dean of the College. Students returning after academic suspension are subject to the supervision of a faculty committee.

■ Transfer of Credits. A course taken at another accredited institution is transferred on the basis of three-tenths credit per semester hour, provided that a grade of C or higher was received and that the course is acceptable at Monmouth College. Grades of transferred courses are not included in calculating grade-point averages. For students enrolled at Monmouth College, the written approval of the Registrar is required in advance if courses are to be taken at another institution for transfer credit. The transfer of credits is not complete until the Registrar receives an official transcript from the institution at which the work was taken. Work which is being transferred is not considered in determining a student's academic status until the transcript is received.

■ Junior-College Transfers. A junior-college graduate who has been admitted to Monmouth College with the Associate of Arts or Associate of Science degree is admitted with junior standing (that is, with a maximum of 18 term courses of transfer credit). The Registrar determines which transferred courses satisfy the degree requirements of Monmouth College.

■ Disciplinary Suspension. Monmouth College transcripts issued after a disciplinary suspension has ended make no reference to the penalty. The minimum suspension is the remainder of the academic term in which the action was taken.

■ Auditing a Course. Full-time students may audit courses without charge. An auditor must have the written permission of the instructor and the approval of the Dean of the College before an audited course is listed on the student's permanent record. The student, with the instructor's written permission, may change the audited course to a credit course within the first six weeks of the term, provided the student is eligible to take the course for credit.

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FRESHMAN SEMINAR

101. *Freshman Seminar.* A small-group experience required of all freshmen. Selected books are studied which raise basic questions about humanity and its achievements, values, and goals. Students are expected to think critically about the issues raised, to participate in discussions, and to write papers on the works studied.

ART

George L. Waltershausen, Associate Professor,
Chair

Harlow B. Blum, Professor

H. Frederick Hintze, Lecturer

Students who wish to study art for professional development, as an adjunct to their other studies, as a means of satisfying personal curiosity, or as a portion of the general education program will find available to them in the Department of Art courses in art appreciation, studio, and art history to enhance their understanding of the structure and range of visual expression and of the ways in which human beings shape and are in turn shaped by the visual world. Students have the opportunity to discover, develop, and measure their own visions against the disciplines of the creative arts. Study in the Art Department provides a variety of valuable learning and working experiences for both the major and the nonmajor, often stimulating study in other areas and complementing other facets of the liberal arts curriculum. Mcmouthing art students have entered a variety of careers in the arts. The liberal arts setting increases the potential for intellectual growth and the career choices available to those who study the arts.

■ **Departmental Major.** The major program in art requires at least eleven course credits in the Department of Art. The major program is designed to provide a foundation in art history as well as in studio fields. Students concentrate in at least one particular area of studio work. Experience in both two- and three-dimensional media is encompassed by the requirements.

The major in art consists of Art 120 for one credit; one credit from Art 122 and 124; one credit from Art 141 and 143; Art 200 and 201 for two credits; three credits from Art 211, 236, 240, 241, 242, 243, and 244; two credits from Art 301, 302, 320, and 361; and Art 450 for one credit.

Students interested in certification to teach art at the secondary level are required to take Art 341, Secondary Art Education Methods. The department encourages such students to take Art 124 and 211. Additional requirements for teacher certification in elementary and secondary art are detailed in the section on the Department of Education.

Unless otherwise indicated, credit for each course listed is one unit.

STUDIO COURSES

110. *Art Appreciation: The Visual Experience.* A study of visual phenomena that seeks to develop the scope and agility of the visual faculty and an understanding of the relationship between form and meaning through an examination of the different forms, media, and themes of major works of painting, sculpture, and architecture in both Eastern and Western cultures. Visual aspects of our natural and man-made environments are also considered. A weekly laboratory enhances the theoretical basis of the course by providing a practical studio experience.

120. *Drawing I.* A study of composition (the organization of space and shapes) and materials (pencil, charcoal, and ink). Landscape, still life, and the human figure are emphasized as subjects. Credit: one or one-half unit.

122. *Sculpture I.* A study of three-dimensional form in clay, plaster, cast or welded metal, and wood. Problems in space, mass, and surface are emphasized in addition to various techniques. Written assignments concerning problems in sculpture are given. Credit: one or one-half unit.

124. *Ceramics I.* An introduction to forming and firing handbuilt and wheelthrown clay. Emphasizes the development of sensitivity to materials and processes and the acquisition of technical skills. Students complete projects covering fundamental forms and methods of building and glazing. Students are also expected to gain a basic theoretical knowledge of clays, glazes, kilns, and firing. Credit: one or one-half unit.

141. *Painting I.* An introduction to the terms, media, and techniques of painting with special attention to color and composition. The variety of expression and style is explored. Credit: one or one-half unit.

143. *Printmaking I.* A study of the basic processes of relief printmaking and etching that emphasizes the techniques and intrinsic properties of the print media as an art form. Prerequisite: Art 120 or consent of the instructor. Credit: one or one-half unit.

211. *Design.* Fundamental elements and principles of two- and three-dimensional design are covered in projects which emphasize visual communication.

236. *Photography.* A study of the basic operation of the camera, film processing, and printing. Includes lectures and readings on the history of photography. Several kinds of photographic images are produced, including double printing and serial imagery or *cliche verre*. Credit: one or one-half unit.

240. *Drawing II.* A continuation of Art 120 with increased emphasis on the skills and problems of the individual student. Credit: one or one-half unit.

241. *Painting II.* A continuation of Art 141 with increased emphasis on the skills and ideas of the individual student. Credit: one or one-half unit.

242. *Sculpture II.* A continuation of Art 122 with more attention to the individual student's special needs and interests. Credit: one or one-half unit.

243. *Printmaking II.* A continuation of Art 143 including additional printmaking processes such as photo-etching, color viscosity printing, and other color processes. Includes increased emphasis on the skills and ideas of individual students. Credit: one or one-half unit.

244. *Ceramics II.* A continuation of Art 124 in which the student attempts more complex forms. A concerted effort is made to focus on the student's personal response to clay. Students extend their knowledge of clay, glaze, and firing by mixing clay, preparing glazes, and loading and operating kilns. Credit: one or one-half unit.

ART HISTORY

200. *Introduction to the History of Art: Prehistoric Through Medieval.* A chronological study of major works of art from prehistory through the Gothic period. Such monuments as the Parthenon, Chartres Cathedral, and Giotto's Arena Chapel are considered in depth and in their social, political, and religious contexts to gain a more complete understanding of the broad connections between works of art and the particular times and places in which they were produced. Includes lecture-discussion sessions, readings from the text and from works on reserve in the library, and a short research paper.

201. *Art History Survey: Renaissance Through Modern World.* A chronological study of significant works of art from the Renaissance through the twentieth century. Such monuments as the Sistine frescoes of Michelangelo, the paintings of Monet, and the *Demoiselles d'Avignon* and *Guernica* of Picasso are examined in depth and in their cultural context to gain a more complete understanding of how art may be affected by the particular time and place in which it is produced.

301. *History of American Art: Seventeenth Century to the Present.* A survey of the art and architecture of the United States with particular attention to the tensions between European styles and American derivations and innovations.

302. *Contemporary Art.* An examination of developments, major movements, and directions in art between 1900 and World War II. Emphasizes an analysis of American art beginning with the abstract expressionists and concluding with recent trends and ideas.

SEMINARS AND SPECIAL STUDY

320. *Junior Independent Study.* An individual program of research or a creative project arranged in consultation with the faculty and designed to meet the needs of the student.

341. *Secondary Art Education Methods.* A study of the role of art in the schools, trends in art education, instructional strategies, and the evaluation of student work. Opportunities to observe high school art programs are provided. Corequisite or prerequisite: Education 340.

361. *Open Studio.* May be repeated for credit. Credit: one or one-half unit.

420. *Senior Independent Study.* An individual research program designed in consultation with the faculty in an area of special interest to the student.

450. *Art Seminar.* Art criticism, discussion of specialized topics, and individual creative projects. The senior art exhibition is a part of both the seminar and the art major and is the capstone of the art student's experience. Open to senior art majors or by special permission of the faculty.

BIOLOGY

David C. Allison, Professor, Chair
Milton L. Bowman, Professor
Robert H. Buchholz, Professor
John J. Ketterer, Professor

The Department of Biology provides an opportunity for students to better understand and appreciate the world in which they live. The department seeks to place human beings in their biological setting with an understanding that, while the ecosystem as a whole is broadly divergent, it is also delicately balanced. Through various courses, some specifically focused and others broad in content, students, whether they are majoring in biology or are simply interested in the life sciences as an inquiry into life itself, may appreciate the complexity of the world in which human beings are only one species.

Most courses in biology have few prerequisites, permitting the nonmajor to take courses at various levels. The biology curriculum permits the major to emphasize either botany or zoology. An important component of the major is the independent study requirement, which enables the student to bring together his or her studies in a way that may serve as an entree to further study or to a lifelong avocation.

Opportunities for biology majors include professional training, employment in government and industry, and teaching at the secondary or college level. Biology students who are graduates of liberal arts colleges can often offer employers a broader, more flexible outlook in approaching problems.

Through the Donald B. McMullen Memorial Lectureship in Biology, prominent biologists are brought to the College to discuss their research with students both in and outside the classroom.

■ **Ecological Field Station.** In the summer of 1969, the Biology Department of Monmouth College established an ecological field station on backwaters of the Mississippi River near Keithsburg, Illinois. The site is just 30 minutes from the campus. This classroom-laboratory in the field lends particular strength to the department's instruction in ecology. It is used, too, for other biology courses, independent study, and student-faculty summer research projects. The ecological field station is a cooperative project of Monmouth College and the U.S. Corps of Engineers.

■ **Prairie Plot.** Members of the biology faculty are trustees of Spring Grove Cemetery, giving Monmouth's students access to one of the finest prairie plots in Illinois and the opportunity to view the "micro prairie" of 100 and 200 years ago. The plants present in the plot remain from the days of the virgin prairie and offer opportunities for research on the plants present, the prairie soils and the adjacent cultivated soils, and the fauna that find habitat among these plants.

■ **Departmental Major.** A departmental major may be developed in several ways. All majors must take Biology 110, 111, 112, 306, 307, 405, and 406. Students wishing a concentration in zoology must also take Biology 203, 305, and 308; a botany concentration requires the completion of Biology 201, 301, and 303. Also required of all biology majors are Chemistry 211 and 231 and two terms of physics. Majors are encouraged to take calculus and statistics and/or computer programming. Majors preparing to teach at the secondary level may substitute two terms of geology for physics.

110. *Introduction to Cell Biology.* An introductory study of the structure and functioning of the living cell and its physical and chemical components. Current concepts and hypotheses about cell structure and function are considered in lecture-discussion sessions. Laboratory sessions provide for observations of cell structure and experimental demonstrations of cell function.

111. *General Zoology.* A study of the animal kingdom emphasizing the structure and function of representative forms, evolutionary relationships, and the ecological significance of various species and larger taxonomic groups. No prerequisites.

112. *General Botany.* An introduction to the traditional plant kingdom emphasizing the algae, fungi, bryophyta, ferns, conifers, and flowering plants. The taxonomy, life cycles, growth habits, gross structures, and limited functions are studied. No prerequisites.

115. *Agriculture in the Midwest.* Study and observation of agricultural methods in the Midwest. Includes investigations of both animal and plant sciences, general and specific farming enterprises, and agribusiness practices. Emphasizes field trips and discussions. Offered normally only during interim or summer session.

201. *Field Botany.* A study of plants emphasizing the principles of plant classification. Various plant associations are studied with reference to different environmental conditions. Includes field trips to study localized plant associations. Prerequisite: Biology 112 or consent of the instructor.

202. *Biology of the Insects.* An introduction to the biology and natural history of the insects from structural, functional, reproductive, and behavioral viewpoints, including their relationships with other living organisms. Laboratory studies augment and illustrate concepts discussed in lectures, and field studies are conducted as circumstances permit. Prerequisite: Biology 111 or consent of the instructor.

203. *Comparative Vertebrate Morphology.* A comparative study of the morphology and evolutionary relationships of vertebrates. Representative types are studied in the laboratory. Prerequisite: Biology 111 or consent of the instructor.

204. *Human Anatomy and Physiology.* An introductory study of the structure and function of the human body. May not be counted toward a major in biology.

205. *Lower Invertebrates.* A study of the general morphology, physiology, and ecological and evolutionary relationships of the major groups of noncoelomate invertebrate animals. Representatives of the major taxa are studied in the laboratory. Prerequisites: Biology 110 and 111 or consent of the instructor.

207. *Animal Behavior.* An introduction to the concepts and principles of instinctive animal behavior. Includes laboratory. Prerequisite: Biology 111.

208. *Economic Botany.* A study of the important uses of certain botanical groups, including agronomic, horticultural, forest, medicinal, fungal, and miscellaneous plants. Includes field trips to various laboratories and business enterprises. Prerequisite: Biology 112 or consent of the instructor.

300. *Special Problems.* A special course in a laboratory exercise, a field problem, or readings for the student who wishes to investigate a topic in biology beyond those normally offered. The particular problem is selected in consultation with the biology faculty.

301. *Advanced Botany.* A study of the anatomy and gross morphology of the roots, stems, leaves, and reproductive organs of the higher plants. The relationship of form and function is emphasized. Prerequisites: Biology 110 and 112 or consent of the instructor.

302. *Bacteriology.* A general study of the bacteria as living organisms emphasizing morphology, physiology, and ecological relationships. Some consideration is given to the nature of disease and its control. Prerequisite: Biology 110 or consent of the instructor.

303. *Plant Physiology.* An integration of plant structure and function emphasizing control of growth, development, and differentiation. Topics include intermediary metabolism, photosynthesis, water relations, and mineral nutrition. Prerequisites: Biology 110 and 112, one term of organic chemistry, or consent of the instructor.

304. *Neurobiology*. A study of the development, anatomy, and physiology of the nervous system. Prerequisites: Biology 110 and 111 or consent of the instructor.

305. *Mammalian Physiology*. A detailed study of the physiological mechanisms of mammalian systems. Prerequisites: Biology 110 and 111, one term of organic chemistry, or consent of the instructor.

306. *Genetics*. An introduction to the principles of heredity in animals and plants, including the contemporary understanding of genes and gene mechanisms. Laboratory exercises use both plants and animals to elucidate genetic principles. Prerequisites: junior standing and Biology 110, 111, or 112 or consent of the instructor.

307. *Ecology*. An introduction to the principles and concepts that govern the interactions of living organisms and their environments. Prerequisites: Biology 111 and 112 and senior standing.

308. *Vertebrate Embryology*. A descriptive study of development and differentiation in vertebrates. Prerequisites: Biology 111 and 203.

350. *Natural Science Seminar*. An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present reports. Speakers from outside the College are invited to speak each term. Required of juniors and seniors majoring in biology, chemistry, geology, and physics. Other students are invited to participate. Credit: one-sixth unit per term to a total of one unit.

INDIVIDUAL STUDY

405, 406, 407. *Independent Study*. Individual research or an advanced experimental project chosen by the student in consultation with the faculty. Includes searching primary literature, designing and executing experiments, and reporting the results orally and in writing. Open to qualified juniors and all seniors majoring in biology.

CHEMISTRY

Peter A. Gebauer, Associate Professor, Chair

Richard L. Kieft, Assistant Professor

George C. Nieman, Associate Professor

Benjamin T. Shawver, Professor Emeritus

When people try to describe a liberal arts education, they often point to such people as Leonardo da Vinci as examples of liberally educated persons. Most of us think of Da Vinci as an artist, but he also made important contributions to the fields we now call physics, biology, and mathematics. Since the time of the ancient Greeks, natural philosophy (science) has been an important part of education. During the seventeenth and eighteenth centuries, it was not unusual to find such people as Descartes and Pascal contributing to the development of both mathematics and philosophy.

We believe that the study of science continues to be an important part of a liberal education. In our society, one in which science and technology have an enormous impact on our daily lives, it is more important than ever that people understand the strengths and limitations of scientific knowledge. It is equally important that people understand their relationship to the physical universe in order to define their place in the world.

Chemistry overlaps the physical and biological sciences, providing a unique opportunity to see the relationships among the sciences and the relationships of the sciences to other disciplines. The study of chemistry and the other sciences develops skills in mathematics and in the scientific approach to problem solving.

Most people expect a graduate in chemistry to go on to do research in a chemical company, to become a science teacher, or to attend graduate school in chemistry. However, a student who has completed a major in chemistry is also prepared for careers in such other fields as forensic science, agricultural science, or chemical sales. Graduate study in the health professions or in fields more directly related to chemistry such as biochemistry, molecular biology, chemical engineering, and materials science is also possible after completing a major in chemistry.

■ Departmental Major. A major in chemistry consists of Chemistry 111, 112, 211, 212, 231, 311, and 350 (for a total of one credit); two additional chemistry courses; Mathematics 125, 151, and 152; and Physics 110 and 111. Also required are a reading knowledge of a foreign language, preferably German, and oral presentations during the junior and senior years in the Natural Science Seminar (Chemistry 350).

The department requests that each major write the Undergraduate Record Examination to assist in departmental evaluation.

A chemistry major can prepare to teach chemistry at the secondary level by completing the teacher preparation program as listed by the Department of Education.

The department's program is approved by the American Chemical Society, and a student's degree will be certified to the ACS as meeting the guidelines for a professional undergraduate program if the following additional courses are taken: Chemistry 312, 313, 331, 341, and 403; Mathematics 153 and either 241 or 254; Physics 112; and one additional advanced course in chemistry, biology, mathematics, or physics.

A degree with Departmental Honors is earned by outstanding performance in Chemistry 403, high academic performance in all chemistry courses, and significant service to the department and the College.

Students not meeting the prerequisites for any of the department's courses are invited to seek the instructor's consent to enroll.

101. *Chemistry: A Cultural Approach.* An introduction to various topics related to chemistry, ranging from drugs to detergents and from chemical warfare to birth control. Laboratory sessions illustrate how various tools from thought to instrumentation are applied to the solution of selected chemical problems ranging from synthesis to the determination of molecular structure.

110. *Preliminary College Chemistry.* Designed primarily for the student who has no background in chemistry. Content includes the mathematical skills required to solve general chemistry problems, the nomenclature and notation of chemistry, basic concepts of atoms and molecules, the periodic table of the elements, bonding, chemical change, stoichiometry, and equilibrium.

111. *Introductory Chemistry I.* An introduction to the chemical properties of the elements and compounds; their electronic structure and bonding; and bulk properties in the solid, liquid, and gaseous states. Prerequisite: high school chemistry or Chemistry 110.

112. *Introductory Chemistry II.* A continuation of Chemistry 111 emphasizing reaction kinetics, equilibrium, and energy relationships. Prerequisite: Chemistry 111.

122. *General Chemistry.* A continuation of Chemistry 111 for students in the Rush University nursing program. Includes a study of equilibrium and an introductory survey of organic chemistry. Prerequisite: Chemistry 111.

211. *Organic Chemistry I.* A study of organic chemistry including the structure and reactions of some biologically important types of molecules. Laboratory experiments introduce some of the more important techniques for isolating, purifying, and identifying organic compounds. Prerequisite: Chemistry 112.

212. *Organic Chemistry II.* A study of the structure and reactivity of some of the less complicated types of organic compounds. Laboratory experiments emphasize the synthesis and identification of organic compounds. Prerequisite: Chemistry 211.

231. *Introduction to Analytical Chemistry.* An introduction to the principles of chemical equilibrium and quantitative analysis. Topics include gravimetry, titrimetry, spectrophotometry, electrochemistry, and separations. Two laboratories per week consist of experiments in separation and measurement. Prerequisite: Chemistry 112.

311. *Physical Chemistry I.* Emphasizes classical chemical thermodynamics. Prerequisites: Chemistry 231, Mathematics 125 and 152, and Physics 110.

312. *Physical Chemistry II.* Emphasizes the applications of quantum mechanics to problems in structure, bonding, and spectroscopy. Prerequisites: Chemistry 311 and Physics 111.

313. *Advanced Physical Chemistry.* Emphasizes statistical thermodynamics, kinetics, and the theory of chemical reactions. Prerequisites: Chemistry 311 and Physics 111.

321. *Biochemistry.* A study of the chemistry common to most living organisms. Metabolic pathways, regulation and control mechanisms, and molecular biology are stressed. Prerequisites: Chemistry 212 and 311.

331. *Advanced Analytical Chemistry.* A study of the principles and practice of modern instrumental methods of analysis and of chemical instrumentation. Spectroscopic, electrical, and magnetic processes are studied. Prerequisite: Chemistry 311.

341. *Advanced Inorganic Chemistry.* A study of the structure, bonding, thermodynamic stability, and reaction kinetics of coordination complexes, including organometallic compounds. The chemistry of other selected inorganic systems is also discussed. Laboratory work includes methods in synthetic and physical inorganic chemistry. Prerequisite: Chemistry 311.

350. *Natural Science Seminar.* An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present reports. Speakers from outside the College are invited to speak each term. Required of juniors and seniors majoring in biology, chemistry, geology, and physics. Other students are invited to participate. Credit: one-sixth unit per term to a total of one unit.

351. *Advanced Organic Chemistry.* An advanced and, where possible, quantitative study of the relationship between the structure of organic species and their stability and reactivity. Prerequisites: Chemistry 212 and 311.

403. *Research.* An original laboratory project chosen in consultation with the chemistry faculty. Research may be performed off campus.

404. *Independent Study.* A laboratory, library, or field-work topic of special interest to the student pursued under the supervision of a faculty member.

451. *Advanced Topics in Chemistry.* A study of advanced topics on subjects as announced. Prerequisite: Chemistry 311.

CLASSICS

Robin M. Graham, Instructor, Chair
William L. Urban, Professor

The Department of Classics gives students an understanding of the cultures on which Western civilization is based, both through such courses as those in classical mythology and Greek and Roman history and through study of the languages and literatures of the ancient Greeks and Romans.

Classics 224, Word Elements, is designed to improve students' English vocabulary and to train them in analyzing words.

Either Greek or Latin may be used to satisfy the foreign language requirement of the general education program.

Students who have previously studied Latin are asked to take a placement examination before enrolling in Latin. All 300-level courses have as a prerequisite at least two years of high school Latin or the equivalent. The 300-level courses are centered on such genres as drama and lyric poetry and on individual authors.

A major in Latin is available, as are courses in Homeric, Attic, and biblical Greek.

■ Departmental Major. A major in classics consists of seven or more courses above the intermediate level, including Latin 410, Greek 101 and 102, and either Classics 211 or 212.

LATIN

101. *Elementary*. An introduction to Latin grammar and syntax, with simple readings and translations.

102. *Elementary*. Further study of Latin grammar and syntax, with selected readings from Ovid.

204. *Virgil*. Readings in Latin from the first six books of the *Aeneid*, with the entire work studied in English. Offered in alternate years.

205. *Cicero*. Readings from Cicero's orations. Offered in alternate years.

301. *Livy*. Readings from Livy's histories, emphasizing the Carthaginian Wars. Offered in alternate years.

305. *Cicero's Essays and Letters*. Selections from the *De Amicitia*, the *Somnium Scipionis*, and the letters *ad Atticum* and *ad Familiares*. Offered in alternate years.

306. *Sallust and Tacitus*. Selections from Sallust's *Conspiracy of Catiline* and from Tacitus' *Annals* and the *Agricola* or *Germania*, with supplementary readings in English. Offered in alternate years.

310. *Roman Drama*. Readings from Plautus and Terence and a study of Seneca. Offered in alternate years.

311. *Lyric Poetry*. Readings from Catullus, Ovid, and Horace and a study of lyric meters in Latin poetry. Offered in alternate years.

312. *Roman Satire*. Readings from Horace, Juvenal, and Martial. Offered in alternate years.

401, 402, 403. *Independent Study*. Independent study in individual Latin authors not included in regular courses or studied in greater depth than a regular course permits. For advanced students only.

404. *Independent Study*. Independent study in the Latin language. For advanced students only.

410. *Prose Composition*. Prose composition in Latin. For advanced students only.

435. *Methods of Teaching Latin.* A study of instructional methods and materials used in teaching high school Latin and of technical problems associated with teaching Latin grammar and translation. Corequisite or prerequisite: Education 340.

GREEK

101. *Elementary.* A study of Greek grammar and syntax with special emphasis on the Greek of Homer.

102. *Elementary.* A continuation of Greek 101 with readings from Homer's *Odyssey*.

210. *Homeric Greek.* Selections from Books I and III of the *Iliad*.

211. *Attic Greek.* Selections from Xenophon and Herodotus.

212. *Biblical Greek.* Selections from the gospels.

CLASSICAL CIVILIZATION

211. *History of Greece.* See History 211.

212. *History of Rome.* See History 212.

221. *Classical Mythology.* A study of the gods of Greek and Roman mythology and the major sagas.

224. *Word Elements.* A study of current American English emphasizing the Greek and Latin roots of the English language and the meanings of prefixes and suffixes from Greek and Latin.

ECONOMICS AND BUSINESS ADMINISTRATION

J. Rodney Lemon, Associate Professor, Chair

Ralph D. Butler, Lecturer

Kiyoshi Nakamura, Visiting Professor .

Robert D. Nale, Instructor

Timothy L. Owen, Lecturer

James J. Peregoy, Jr., Lecturer

Homer L. Shoemaker, Instructor

Johnn E. Trotter, Assistant Professor

The Department of Economics and Business Administration presents the student with an exciting opportunity to learn about and discover the basic managerial and economic principles that underlie our business and economic system.

The study of business and economics combines professional and liberal education. It is a professional education in that it prepares the serious student to become an effective manager and to work in a dynamic business environment. It is also liberal education, enabling the student to become an achieving, responsible, efficient, and ethical person who contributes to the betterment of society by improving our business and economic system. Our society is one of dynamic organizations, and a knowledge of business and economic principles is essential to the responsible citizen who wishes to properly understand and control them.

Our course of study covers broad, functional areas that enable the student to become a business generalist rather than a narrowly trained specialist. Courses are designed to improve the student's ability to analyze and solve problems. Also, such challenging options as business internships and the Small Business Institute can supplement the student's education with real business experience that can prove invaluable after graduation.

BUSINESS ADMINISTRATION

Students studying business administration follow either the general program or the accounting concentration program. The general program provides the opportunity to develop proficiency in such areas as accounting, finance, marketing, and management through the selection of appropriate electives. Students wishing greater specialization in accounting than offered in the general program can pursue the accounting concentration within the framework of a broad liberal arts education.

■ Departmental Major. The following courses are required for the general program major: Mathematics 106 (or a passing score on a proficiency examination administered by the department) and Business Administration 105, 200, 201, 203, 204, 206, 207, 308, 309, and 405. The student must also take two additional 300- or 400-level courses from the offerings in business administration and economics.

A major in business administration with a concentration in accounting consists of Mathematics 106 (or a passing score on a proficiency examination administered by the department); Business Administration 105, 201, 203, 204, 206, 303, 304, 308, and 354; and two courses chosen from Business Administration 353, 363, 364, 400, and 402.

105. *Organization and Management Principles.* An examination of the management function and of the basic concepts and principles of management. Topics include planning, decision making, organization, coordination, and control. Offered each term.

200, 201. *Principles of Economics.* See Economics 200 and 201.

203. *Fundamentals of Accounting I.* An introduction to the principles of accounting as they are applied to corporations. Does not require previous training in bookkeeping. Offered first and second terms.

204. *Fundamentals of Accounting II.* A continuation of Business Administration 203 emphasizing the interpretation of accounts as applied to both corporations and partnerships. Prerequisite: Business Administration 203. Offered second and third terms.

206. *Business Finance.* An introduction to the principles of financing business, integrated with a study of institutional finance. Covers current topics of managerial finance, including capital management, the management of working capital, capital budgeting, and the acquisition of funds. Prerequisite: Business Administration 203. Offered first and third terms.

207. *Principles of Marketing.* A basic study of the ways in which businesses determine consumers' needs and direct the flow of goods and services. Case analyses are used to develop students' problem-solving abilities. Prerequisite: Business Administration 201. Offered first and second terms.

232. *Consumerism and Personal Finance.* An analysis of consumer-protection problems, environmental issues, and problems encountered by individuals in their role as consumers. The latter includes such topics as estate planning, budgeting, investments, credit, housing, insurance, and retirement. No prerequisites. Offered first term, alternate years. (Same as Economics 232.)

302. *Business and Government*. A study of basic industrial organization as it is altered by government regulation and particularly by laws limiting monopolies and defining unfair business practices. No prerequisites. Offered third term, alternate years. (Same as Economics 302.)

303. *Tax Accounting*. Individualized study, usually in a seminar, of such topics in accounting as budgeting, cost, and taxation. Prerequisite: Business Administration 204. Offered first term, alternate years.

304. *Cost Accounting*. A study of the practices and procedures of cost accounting, including the job order, process cost, and standard cost-accounting principles. Prerequisite: Business Administration 204. Offered third term.

306. *Investments and Financial Markets*. An introduction to security markets, security instruments, and speculation opportunities. Emphasizes portfolio management. Prerequisite: Business Administration 206. Offered first term, alternate years.

307. *Advertising*. A study of a variety of mass promotion variables and techniques. Using an advertising-campaign approach, students study both the strategy and tactics of advertising and integrate the concepts of promotion into a full advertising campaign. Prerequisite: Business Administration 207.

308. *Business Law I*. A brief introduction to the history, structure, and procedure of the American legal system and to tort and criminal law. Emphasizes the law of contracts and includes an exploration of the law of agency or property. Offered in alternate terms.

309. *Business Law II*. Further study of property law, trusts, estates, and, possibly, bailments. Includes an introduction to such subjects covered by the Uniform Commercial Code as documents of title, sales, commercial paper, and secured transactions. Other topics include insurance law and bankruptcy. Prerequisite: Business Administration 308. Offered in alternate terms.

315. *Personnel Management*. A study of modern employment relations and manpower management from theoretical and practical viewpoints, including the basic methodology and techniques involved in formulating policy, staffing, training, labor relations, wage and salary administration, and personnel research. Prerequisite: Business Administration 105. Offered third term.

316. *Managerial Finance*. Analytical approaches to the firm's decision-making are applied to current asset management, capital budgeting, the cost of capital, capital-structure determination, and dividend policy. Prerequisite: Business Administration 206. Offered third term, alternate years.

317. *Sales Management*. A study of the relationship between the sales organization and other divisions of the firm. The recruitment, selection, training, compensation, motivation, and evaluation of the sales force are analyzed in case examples. Prerequisite: Business Administration 207. Offered third term, alternate years.

327. *Product Management*. A study of the roles played by pricing, promotion, product mix, and distribution strategies in achieving management goals. Includes extensive participation in a game simulating marketing-management situations and requiring team cooperation and the development of analytical skills. Prerequisite: Business Administration 207. Offered third term, alternate years.

350. *Business Forecasting*. See Economics 350.

351. *International Business*. An analysis of the forces affecting international trade, finance, and commercial policy. The roles of multinational and government-owned firms are discussed with an emphasis on problem solving in these environments. Offered third term, alternate years. (Same as Economics 351.)

353. *Managerial Accounting*. A study of accounting as it relates to managerial control. Emphasizes the analysis of financial statements, including price-level changes, cost controls, budgeting, and quantitative accounting techniques for decision making in management. Prerequisite: Business Administration 204. Offered first term, alternate years.

354. *Intermediate Accounting*. An introduction to manufacturing accounting. Includes intensive analysis of income determination, working capital, inventory valuation, depreciation accounting, and the liabilities of corporations. Prerequisites: Business Administration 303 and 304. Offered first term.

363. *Advanced Accounting*. Topics include partnerships, consignments, installment sales, insurance, statements of affairs, receiver's accounts, statements of realization and liquidation, annuities, and consolidations. Prerequisite: Business Administration 354. Offered third term, alternate years.

364. *Auditing*. A study of ethics in accounting practices, internal controls, auditing standards and procedures, programs of audit of various accounts, the construction and indexing of various papers, and reports to clients. Includes a practice audit. Prerequisite: Business Administration 354. Offered third term, alternate years.

400. *Business Internship*. Information about this special program is available from the Department of Economics and Business Administration.

401. *Independent Study and Research*.

402. *Selective Seminars*. Includes such topics as operations research, marketing management, accounting systems, human relations, retailing, advanced cost-accounting, advanced tax-accounting, and comparative management systems. Offered as announced in term course-schedules.

405. *Business Policy*. A capstone study of business policy through case studies. Integrates the fundamentals of all business disciplines into a comprehensive approach to problem definition, analysis, solution, and evaluation. Prerequisite: completion of nine of the twelve courses required for a general program major in business administration. Offered second and third terms.

ECONOMICS

The program of study in economics provides the student with a broad background in economic theory and policy. The student's choice of electives determines his or her area of specialization.

■ **Departmental Major.** A major in economics consists of Economics 200, 201, 300, and 301; Mathematics 106; and five courses chosen from Economics 302, 311, 340, 341, 350, 351, and 402. Mathematics 151 and 152 are strongly recommended for those students who intend to study economics at the graduate level.

200. *Principles of Economics I*. A study of macroeconomics designed to provide an understanding of the operation of the economy as a whole. Topics include the determination of income levels, inflation, and economic growth. No prerequisites. Offered in alternate terms. (Same as Business Administration 200.)

201. *Principles of Economics II*. A study of microeconomics providing an introductory analysis of the behavior of the consumer and the firm. Topics include pricing, labor, monopoly, and trade. Emphasizes fundamental tools of analysis. No prerequisites. Offered in alternate terms. (Same as Business Administration 201.)

232. *Consumerism and Personal Finance*. See Business Administration 232.

300. *Intermediate Price Theory*. A rigorous analysis of the modern microeconomic theory of the behavior of the firm and the individual. Prerequisites: Economics 200 and 201. Offered second term, alternate years.

301. *Intermediate Income Analysis*. A detailed examination of the elements that determine the level of national income. Includes discussion of government fiscal and monetary policy. Prerequisites: Economics 200 and 201. Offered second term, alternate years.

302. *Business and Government*. See Business Administration 302.

310. *Public Finance*. Examines the theory and practice of government expenditure, revenue, and debt; the problems of integrating these into a meaningful fiscal policy; and their effect on the distribution of income. Prerequisites: Economics 200 and 201 or consent of the instructor. Offered first term, alternate years.
311. *History of Economic Thought*. An examination of major contributions to economic thought and their significance for modern theory. Prerequisite: Economics 200 or consent of the instructor. Offered first term, alternate years.
340. *Labor Economics*. An introduction to the institutional aspects of the American labor force and its organization, wage and employment theory, the economic role of collective bargaining, and the basic ingredients of public policy toward labor organizations. Prerequisite: Economics 201. Offered second term, alternate years.
341. *Money and Banking*. A study of the monetary and banking histories of leading countries. Emphasizes the theory of money and banking in the United States, the deposit and earning operations of individual banks, and interbank and central-bank relations. Prerequisite: Economics 200. Offered second term, alternate years.
350. *Business Forecasting*. An examination of current thinking on the problems of recession and inflation as a background to economic forecasting. Includes analyses of several methodologies of forecasting and examples of each. Prerequisites: Economics 200 and 201 and Mathematics 106. Offered first term. (Same as Business Administration 350.)
351. *International Business*. See Business Administration 351.
402. *Seminar in Economics*. Topics include comparative economic systems, regional and urban economics, economic development, mathematical economics, and economic history.

EDUCATION

Francis W. Sorensen, Associate Professor, Chair
George F. Arnold, Assistant Professor
Jack L. Daddona, Lecturer
Sally Finch, Lecturer
James M. Keefe, Lecturer
Esther M. White, Associate Professor

Education is a lifelong process that affects every individual in our society. As we mature and acquire additional educational experiences, we become increasingly aware of ourselves and our relationships to others. Education constantly provides opportunities for us to refine our understanding of such fundamental concepts as truth, justice, and beauty and helps us develop a sense of control over our lives and our environment.

Schools play an important role in shaping our educational experiences. The Department of Education provides programs for students preparing to teach in elementary and secondary schools. Students preparing for this role must possess certain personal and professional attitudes, develop a thorough understanding of educational theory, learn to employ special teaching skills, and acquire a sound knowledge of the subjects they will teach.

Most students who enroll in Education Department courses complete a teacher certification program leading to the Illinois Standard Elementary Certificate, the Illinois Standard High School Certificate, or the Illinois Standard Special Certificate. The requirements for each program are detailed below. All three programs are approved by the Illinois State Teacher Certification Board.

Students completing one of the programs approved by the state of Illinois qualify, in most instances, for certificates in other states. Advisers in the Education Department are prepared to discuss the requirements of other states and the steps necessary to apply for certification.

A brochure explaining procedures for entering the teacher education program, the student's rights and responsibilities while enrolled, and certification procedures is available from the Department of Education and should be reviewed thoroughly by candidates for teacher certification.

■ Elementary Education. Students seeking to qualify for the Illinois Standard Elementary Certificate, valid for teaching in kindergarten through grade nine, must:

1. Complete the departmental major in elementary education. The major consists of Education 200, 201, 203, 330, 332, 333, 334, 336, and 450.
2. Complete another departmental major or an area of concentration consisting of at least six courses above the 100 level in a departmental or synoptic area.
3. Complete the College's general education program.
4. Complete History 313 or Philosophy 211, Music 101 or 312, Mathematics 110 and 111, and one credit in physical education (for example, Physical Education 180, 212, or 311 or six basic-skill courses).

In the process of completing the work outlined above, candidates should make sure the following certification requirements are also met: three courses in the natural sciences; four courses in language arts (English and speech), including at least one speech course; and three courses in the social sciences. One of the social-science courses should be a general psychology course, and at least one must be selected from History 111, 112, 353, or 359-360 or from Government 103, 104, or 300.

■ Secondary Education. The student who wishes to qualify for the Illinois Standard High School Certificate, valid for teaching grades six through twelve, must:

1. Complete a departmental major which includes at least ten credits. The courses selected should relate to areas currently taught in the high school curriculum. Approved programs for the Illinois Standard High School Certificate are available in these departmental majors:

Art	Geology	Physical Education
Biology	Government	Physics
Chemistry	History	Psychology
Economics	Latin	Sociology
English	Mathematics	Spanish
French	Music	Speech

2. Complete the College's general education program and other requirements for the baccalaureate degree. The candidate must also complete courses in basic speech and general psychology. A course in American history or American government must also be elected to satisfy an Illinois certification requirement. Any of the following may be elected to fulfill this requirement: History 111, 112, 353, or 359-360 or Government 103, 104, or 300. One credit in physical education is also required for certification. A one-credit course or six skill courses will satisfy this requirement.

3. Complete the professional education sequence. The professional education requirements for secondary-level teacher candidates include Education 200, 201, 203, 340, and 450; History 313 or Philosophy 211; and a special-methods course related to the student's major teaching field. These courses are listed at the end of this department's section of the catalog.

■ **Special Certificate Programs.** The special teaching certificate is the credential obtained by those who wish to be certified at both the elementary and secondary levels (kindergarten through grade twelve) in a specialized field. Monmouth offers such programs in art, music, physical education, and learning disabilities. To qualify for these certificates, the student must:

1. Complete a departmental major that includes at least ten credits in the chosen field, including subjects related to current public-school programs. The learning disabilities major is an exception to this, and the differences are described in the discussion of that program.

2. Complete the College's general education program and courses required for certification. To satisfy state certification requirements, the student must include one course in American history or American government chosen from History 111, 112, 353, or 359-360 or from Government 103, 104, or 300. A speech course and an introductory psychology course are also required. One credit of physical education, taken either as six basic-skill courses or as one full-credit course, is required.

3. Complete the professional education sequence. The professional education requirements for the special certificate include Education 200, 201, 203, 340, and 450 and History 313 or Philosophy 211. Special-methods courses related to both elementary and secondary teaching are required. For art, these courses are Education 334 and Art 341; for music, Music 312 and 313 or 314; for physical education, Physical Education 311 and 320. Physical education majors may substitute Physical Education 320 for Education 340, but they are strongly encouraged to take Education 340 if they are preparing to teach in a second field.

■ **Learning Disabilities.** Monmouth offers a major and a teacher preparation program in learning disabilities. The major, which is synoptic in design, includes Education 203, 304, 306, 307, 308, and 460; Biology 204; Psychology 231; and three courses chosen from Sociology 102, Speech Communication Arts 207, and Psychology 235, 335, and 340.

To qualify for the Illinois Standard Special Certificate, the program outlined above must be taken in conjunction with the elementary-education program. The student who completes this work is eligible for certification in both elementary education (K-9) and learning disabilities (K-12).

200. *The Teacher and the School*. An introduction to professional education and teaching. Reading, discussion, and field participation as a teacher aide in a local school provide a basis for further decisions about teaching and preparation for certification. Credit: one-half unit.

201. *Educational Psychology*. An investigation of the contributions of behavioristic, developmental, and humanistic psychology to education. Emphasizes learning theory, behavior management, group dynamics, and interpersonal relationships in education. A tutorial teacher-aide experience is required in a local school. Prerequisites: Education 200 and one introductory psychology course.

203. *Characteristics of Exceptional Children*. A survey of the characteristics and special educational needs of handicapped and gifted children. Significant individual differences are introduced and discussed as they apply to each area examined. The problems of diagnosing, educating, and treating exceptional children are considered. Prerequisite: one introductory psychology course or consent of the instructor.

304. *Measurement and Evaluation of Exceptional Children.* An introduction to educational statistics and an investigation of the diagnostic instruments used to identify and analyze the psychological and learning problems of exceptional children. Methods of evaluating general intelligence, developmental skills (visual, auditory, perceptual-motor, and academic achievement), and social-emotional adjustment are studied. A series of case studies is required of each student. Prerequisite: Education 201 or 203 or consent of the instructor.

306. *Needs and Problems of Children With Learning Disabilities.* An overview of the developing field of specific learning disabilities is presented, and the characteristics of learning-disabled children are studied. A multidisciplinary team approach to diagnosing and planning programs for the learning-disabled child is emphasized. Prerequisite: Education 203 or consent of the instructor.

307. *Curriculum for Children With Learning Disabilities.* A study of major learning theories and research findings as they apply to curriculum planning for the student with learning disabilities. The strategies of various educators and clinicians are reviewed, and special-education delivery systems for the learning disabled are examined. Prerequisite: Education 306 or consent of the instructor.

308. *Methods and Materials for Teaching Children With Learning Disabilities.* A study of specific diagnostic techniques that are used to analyze the learning disabilities of children. Prescriptive instructional approaches which meet the needs of learning-disabled students are examined. Prerequisite: Education 306 or consent of the instructor.

330. *Elementary-School Curriculm and Methods.* An extensive investigation of the elementary curriculum, methods of instruction, and resources and procedures for evaluation. The development of a foundation for a successful student-teaching experience is a primary objective. A teacher-aide assignment is required and includes experiences in various areas of the curriculum. Prerequisite: Education 201 or consent of the instructor.

332. *Teaching of Reading and Other Language Arts.* A study of the theories, practices, and techniques of teaching reading and other language arts. A teacher-aide assignment in reading is arranged. Prerequisite: Education 201 or consent of the instructor.

333. *Remedial Reading.* A study of the educational factors that cause reading problems for children. Students work in local schools as tutors and use reading tests, reading inventories, and various reading techniques to teach the disabled reader. Prerequisites: Education 201 and 332.

334. *Teaching of Art in the Elementary School.* A study of the objectives, content, and methods of teaching elementary-level art. Prerequisite: Education 201 or consent of the instructor. Credit: one-half unit.

336. *Teaching of Literature in the Elementary School.* A study of the objectives, content, and methods of teaching literature in the elementary school. Laboratory experience in storytelling is required. Prerequisite: Education 201 or consent of the instructor.

340. *Secondary-School Curriculum and Methods.* An investigation of the curriculum of secondary schools, program planning, methods of instruction, and resources and procedures for evaluation. Teacher-aide and teaching experiences are arranged. Developing a foundation for a successful student-teaching experience is a primary objective. Prerequisite: Education 201 or consent of the instructor. (Majors in physical education should substitute Physical Education 320 for Education 340, but they are encouraged to take Education 340 if they are preparing to teach in a second field.)

341. *Secondary Methods and Curriculum in Social Studies.* A study of the concerns of social-studies educators, including the role of values in the classroom. Students explore special strategies and curriculum materials germane to teaching social studies in secondary schools. Teacher-aide and teaching experiences are arranged. Corequisite or prerequisite: Education 340 or consent of the instructor.

342. *Secondary Science Methods and Curriculum.* A study of the curriculum, teaching methods, and instructional materials pertinent to secondary-school science programs. Applying theory and research from science education to the planning and implementing of instruction is stressed. Opportunities to observe science programs in schools are provided. Independent projects related to the student's major are required. Corequisite or prerequisite: Education 340 or consent of the instructor.

450. *Student Teaching.* Supervised teaching in grades or subjects within the scope of the certificate sought. Each student works in a school under the supervision of one or more cooperating teachers, a supervisor from the Education Department, and, in the case of high school and special certificate candidates, a supervisor from the candidate's major field. Periodic conferences are arranged to assess the development of the student-teaching experience. (Students may also complete student teaching through the Chicago-based Urban Education program of the Associated Colleges of the Midwest, a program described elsewhere in this catalog.) Prerequisite: admission to student teaching by the Teacher Education Committee (the criteria for admission are available from the Education Department). Credit: three units.

460. *Student Teaching in Learning Disabilities.* A clinical experience providing for in-depth study and classroom instruction of children with learning disabilities. Includes opportunities for diagnosis, educational planning, implementing remedial procedures, and parent counseling. Periodic conferences are arranged to assess the development of the student-teaching experience. Prerequisites: Education 308 and 450 or consent of the instructor, and admission to the practicum by the Teacher Education Committee (the criteria for admission are available from the Education Department). Credit: three units.

INDIVIDUAL AND GROUP STUDY

305. *Individual or Group Study.* Independent or small-group study of special topics in education under the guidance of an instructor. Prerequisite: approval of the department chair. Credit: one or one-half unit.

400. *Independent Study.* An independent investigation of a special problem relevant to teaching and teacher preparation. Prerequisite: approval of the department chair.

405. *Urban Education Seminar.* A study of the objectives, organization, programs, and problems of schools in large urban centers. Offered as part of the Urban Education program of the Associated Colleges of the Midwest. Credit: one-half unit.

SPECIAL-METHODS AND OTHER COURSES OFFERED BY OTHER DEPARTMENTS

Art 341. Secondary Art Education Methods.

English 430. Methods of Teaching English.

History 313. History of American Education.

Latin 435. Methods of Teaching Latin.

Mathematics 110 and 111. Mathematics for Elementary Teachers I and II.

Modern Foreign Languages 460. Methods of Teaching Modern Foreign Languages.

Music 312. Teaching Music in the Elementary School.

Music 313 and 314. Music Education I and II.

Philosophy 211. Philosophy of Education.

Physical Education 311. Elementary-School Physical Education.

Physical Education 320. Curriculum and Methods of High School Physical Education.

Speech Communication Arts 420. Methods of Teaching Speech Communication Arts.

Note: Mathematics majors seeking secondary certification in mathematics will enroll in Mathematics 324, Methods of Mathematics in the Secondary School, at Knox College to meet the special-methods requirement.

ENGLISH

Gary D. Willhardt, Associate Professor, Chair
Brigit J. Keefe, Lecturer
R. Jeremy McNamara, Professor

The Department of English recognizes the impact that language and literature ought to have on educated men and women. We want to engage students with words, books, and ideas, for to live in our world requires that a person cultivate and discriminate among words and ideas, regardless of life-style or profession. We assume that there is both a significance and a glory in reading and that young men and women going into the world need to understand both the discipline and pleasure that reading can give to their work and leisure. People cannot deal with the world unless they understand it, and language is one means of understanding.

Literature reflects the values of our historical condition; we know our times and ourselves more fully when we appreciate the energies of our language and literature. Words are important: for what they are, for what they say, and for the values they convey.

To share this sensitivity for and joy in words, the department offers courses in writing, individual authors, literary periods, and literary theory. Independent work is encouraged as a means of developing independent judgment. We believe the development of that judgment is at the heart of our discipline and of the liberal arts tradition.

■ **Departmental Major.** It is expected that each student majoring in English will plan a comprehensive program with his or her adviser. This program must include at least nine courses above the 100 level; no 100-level course may count toward the major. Classics 221 (Classical Mythology) may be counted toward an English major. English majors must take English 220 or 221 and at least one course at the 400 level.

■ **Secondary Teaching.** Those students seeking secondary certification are required to take one 300- or 400-level course in American literature, one 300- or 400-level course in British literature, English 200 (Grammar), and English 430 (Methods of Teaching English).

100. *English for International Students.* Only international students may register for this course, which is devoted to practice in the colloquial and basic English language forms needed to write clear, idiomatic English.

101. *Expository Writing.* A study of basic expository techniques and their application. Weekly themes are written.

110. *Introduction to Journalism.* A study of the theory and practice of journalistic prose, including news, features, magazine articles, and essays.

150. *Introduction to Literature.* An analysis of fiction and poetry emphasizing the symbolic and expressive uses of language. Students are introduced to the imaginative modes of literature and demonstrate their understanding of those uses through discussion and written work.

200. *Grammar*. A course which gives students practice in fundamental English grammar. Emphasizes basic skills, not theory. No prerequisites. Credit: one-half unit.

220. *Anglo-Saxon to Late Seventeenth Century (800-1700)*. A historical survey emphasizing literary and cultural developments in English literature from the Old English period to the English Renaissance.

221. *Neoclassic Through Victorian Literature (1700-1900)*. A course emphasizing the major literary movements, cultural influences, and historical developments in the literatures of England and the United States.

250. *Special Topics*.

305. *Russian Literature in Translation*. A study of representative Russian novels and short stories by major authors of the nineteenth and twentieth centuries (Chekhov, Dostoevski, Gogol, Pasternak, Sholokhov, Solzhenitsyn, Tolstoi, and Turgenev) against the political and social backgrounds of their times.

314. *History of the English Language*. A study of the development of the English language with some attention to its internal history—sounds and inflection—as well as to its external history—political, social, and intellectual movements and forces that have affected the development of the language.

English 341 through 346 emphasize literary modes, literary periods, or individual authors. Students may take any course more than once; course subjects are announced yearly.

341. *Studies in Medieval and Renaissance British Literature*.

342. *Studies in Seventeenth- and Eighteenth-Century British Literature*.

343. *Studies in Nineteenth- and Twentieth-Century British Literature*.

344. *Studies in the American Novel*.

345. *Studies in American Literature, 1865-1940*.

346. *Studies in American Literature, 1940 to the Present*.

350. *Special Topics in Literature and Related Areas*. A course permitting the investigation of narrowly defined literary issues, types, modes, and extra-literary influences.

361. *Shakespeare*. Studies in the comedies and the history plays.

362. *Shakespeare*. Studies in the tragedies and romances.

400. *Seminar*. An intensive study of key literary periods and subjects. Prerequisite: consent of the instructor.

430. *Methods of Teaching English*. A study of the basic approaches to the teaching of poetry, fiction, and drama and their application in the classroom. Attention is given to the teaching of composition, the marking of themes, and the preparing and grading of examinations. Corequisite or prerequisite: Education 340.

450. *Independent Study*. Students arrange independent study projects with individual instructors.

GEOLOGY

Donald L. Wills, Professor, Chair
Lyman O. Williams, Professor

The Department of Geology seeks to educate students to make logical deductions and inferences, to acquire knowledge and facts on their own, and to become problem solvers. In developing these abilities, students will, of necessity, learn a core of knowledge about geology and acquire such useful skills as simple surveying and mapping, drafting methods, and some mathematical and computer-operations skills.

The department is housed on the second floor of Haldeman-Thiessen Science Center in five large laboratories, a drafting room, and three classrooms. In addition to large collections of rocks, minerals, maps, and fossils, the department has equipment for thin-section preparation, for the microscopic examination and separation of rock constituents, and for rock and mineral analysis.

The department seeks to give the student experience with fieldwork, laboratory, and library projects as well as classroom lectures and demonstrations. Many courses include one or more field trips and several laboratory experiences. Attendance at a summer field course in geology is encouraged. To develop students' skills in writing and oral reporting, they are asked to submit many topic summaries, reports, and term papers and to participate in seminars.

Geology graduates from Monmouth College have entered many of the geological professions, including petroleum exploration and development, mineral exploration, geological engineering, soil conservation, environmental geology, military geology, and well-service work. Graduates have also been successful in business fields from insurance to lumber and in teaching at all levels from elementary school to university.

■ **Departmental Major.** A major in geology consists of nine term courses. At least four of these must be at or above the 300 level. Geology majors are expected to participate in Geology 350, Natural Science Seminar, for six terms. Students planning professional careers in geology should take appropriate courses in related sciences and mathematics. Programs of study are planned to meet individual students' needs in consultation with advisers and with the approval of the department chair.

Besides the departmental major, students may also arrange synoptic majors in such related fields as soil science, meteorology, oceanography, and environmental science.

■ **Secondary Teaching.** The state of Illinois does not provide a certification program specifically for teachers of earth science. Earth-science teachers have the option of being certified to teach either physical science or general science and earth science. The requirements for teacher certification are explained in the section on the Department of Education.

101. *Physical Geology.* An introduction to the science of the earth, including study of the materials that compose the earth and of internal and external agents that modify its surface. Includes laboratory sessions and field trips to areas of geologic interest. No prerequisites.

102. *Historical Geology.* A comprehensive review of what is known and inferred about the history of the earth from its beginning to the present. Includes laboratory sessions and field trips to areas of geologic interest. Prerequisite: Geology 101.

105. *Environmental Geology I: Geologic Hazards and Resource Management.* A study of the interaction of human beings and the environment and of ways to minimize change and harm to the environment. Includes lectures, readings, discussions, and laboratory and field experiences. Prerequisite: Geology 101.
106. *Environmental Geology II: Hydrology.* A study of the physical and chemical properties of water; water in the atmosphere, lithosphere, and biosphere; the interaction of human beings and the hydrosphere; and the use and conservation of water. Some material is presented by members of the Biology, Chemistry, and Physics departments. Includes lectures, readings, discussions, and laboratory and field exercises. No prerequisites.
212. *Introductory Mineralogy.* An introduction to the science of minerals and its historical development. Includes investigations of the physical and chemical properties of minerals and describing and identifying minerals in hand specimen. Prerequisite: Geology 101. Offered in alternate years.
222. *General Paleontology.* A fundamental treatment of the basic concepts of paleontology. Includes systematic consideration of the morphology, taxonomy, and stratigraphic occurrences of invertebrate fossils. Prerequisite: Geology 102. Offered in alternate years.
223. *Geological Techniques.* A study of instruments and their use for measuring geologic phenomena. Includes frequent field trips—some on weekends, during spring vacation, and/or on holidays—to areas of geologic interest. Prerequisites: Geology 101 and 102. Offered in alternate years.
302. *Stratigraphy.* A study of the principles of stratigraphy, genetic relations, and correlation of rock and time rock units. Prerequisite: Geology 102. Offered in alternate years.
311. *Structural Geology.* A study of the character, classification, and origin of rock structure. Prerequisites: Geology 101 and Mathematics 141 or consent of the instructor. Offered in alternate years.
312. *Advanced Mineralogy.* A continuation of Geology 212 that examines the crystallographic, X-ray, and optical properties of minerals. Prerequisite: Geology 212. Offered in alternate years.
322. *Geomorphology.* A study of the fundamental concepts of the origin and development of landforms emphasizing quantitative methods of landform analysis. Prerequisite: Geology 101. Offered in alternate years.
325. *Introduction to Petrology.* A study of igneous, sedimentary, and metamorphic rocks. The identification of rocks by hand-specimen and thin-section methods is stressed in laboratory and field situations. The principles and processes governing the origin, characteristics, and classification of rocks are examined. Prerequisite: Geology 312. Offered in alternate years.
350. *Natural Science Seminar.* An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present reports. Speakers from outside the College are invited to speak each term. Required of juniors and seniors majoring in biology, chemistry, geology, and physics. Other students are invited to participate. Credit: one-sixth unit per term to a total of one unit.
406. *Independent Study.* Individual research and readings. May include senior thesis. Required of all candidates for graduation with Departmental Honors. May be repeated for credit. Prerequisite: consent of the instructor.
407. *Seminar.* A topical seminar with selected readings, written reports, and/or oral presentations. May be repeated for credit. Prerequisite: consent of the instructor.

GOVERNMENT

Roy M. McClintock, Professor, Chair
William A. Bate, Lecturer
Cecil C. Brett, Professor
David Brown, Lecturer
Thomas R. Conrad, Associate Professor
Douglas R. Spitz, Professor

Informed citizens are those most likely to influence the officers and policies of government. The Department of Government helps students become informed and effective citizens. Such citizens often become active participants in political parties, interest groups, civic organizations, or reform groups. Students of government are able to follow and understand events in politics and government.

The government curriculum prepares students for graduate study, public service, or law school. All students majoring in government are required to take Government 320, Scope and Methods of Political Science. Students preparing for law school are encouraged to take Government 398, Jurisprudence. Courses in computer programming and statistics are strongly recommended.

Participation in the Washington House program is a valuable experience for all students but is especially recommended for government majors.

■ Departmental Major. A major in government consists of eight or more courses, including Government 103, 104, 241 or 242, 251 or 252, and 320.

103. *Introduction to American National Government.* A study of the federal government and its constitutional foundations, the political process, the institutions of government, and the implementation of domestic and international policies. No prerequisites.

104. *State and Local Government and Politics.* A study of the political institutions of the states and their subdivisions (counties, townships, cities, and so forth). The legislative, executive, and judicial branches and political parties and pressure groups are examined in depth. This course satisfies the state certification requirement that teachers have studied the Illinois Constitution. No prerequisites.

241. *Foreign Government I: Europe.* An examination of the governments and politics of selected European liberal-democratic and totalitarian nations and Third World authoritarian systems, including the study of individuals and groups in the political process and the performance of different political systems. Prerequisites: Government 103 or 104 and sophomore standing.

242. *Foreign Government II: Asia.* A study of the governments and politics of selected major and minor nations of Asia. Topics include their historical backgrounds, cultural traditions, and international relations. Prerequisites: Government 103 or 104 or History 201, 202, or 203 and sophomore standing.

250. *Special Topics.* A study of a timely subject selected according to the interests of the students enrolled and the capabilities of the instructors.

251. *Political Theory I: Early Modern Period.* A historical survey and philosophical analysis of political theory from ancient Greece to the sixteenth century. Includes required readings from Plato, Aristotle, Machiavelli, and others. Prerequisite: History 102 or 103 or Government 103 or 104.

252. *Political Theory II: Modern Political Theory*. A study of major political theorists from the seventeenth century to the present including Hobbes, Locke, Rousseau, Burke, Marx, Mill, and Lenin. Prerequisite: History 102 or 103 or Government 103 or 104.

300. *Government in Action*. Seminar interviews with government officials and their aides in the legislative, executive, and judicial branches of the federal government. Offered as part of the Washington House program.

311. *Party Politics and Elections*. A study of American primaries and elections and the problems faced by candidates for public office. Students are expected to participate in current political campaigns. Prerequisites: Government 103 or 104 and junior standing or consent of the instructor. Offered in election years.

320. *Scope and Methods of Political Science*. An examination of different approaches to the scientific study of politics and the present state of politics. Prerequisites: Government 103 or 104 and junior standing.

360. *Public Administration*. A study of the theories, methods, and techniques of leadership in interpreting and enforcing public policy and in managing and directing public affairs and services by federal, state, and local governments, independent boards and commissions, and other agencies. Prerequisite: Government 103 or 104.

361. *Legislatures and Legislation*. A study of the legislative process on both the national and state levels. Topics include the organization and influence of political parties, recent reforms in legislative organization and operation, and the power of interest groups. Prerequisites: Government 103 or 104 and junior standing or consent of the instructor.

365. *Modern American Diplomatic History*. A review of the major diplomatic developments of the twentieth century (1898 to the present), including varying interpretations of those developments and an examination of the probable causes and possible effects of wars.

380. *World Politics*. A study of the relationships of states as friends, rivals, and contestants, including the influence of nationalism, economic rivalry, power politics, causes of conflict, and means of resolving conflict and avoiding war. Prerequisite: Government 103 or 104 or History 103.

395. *American Constitutional Law I*. A study of the powers and functions of the federal government as developed through judicial interpretation of the Constitution. Prerequisites: Government 103 and 104 and junior standing or consent of the instructor.

396. *American Constitutional Law II*. A study of civil rights and the judicial interpretation of the federal Bill of Rights and the Fourteenth Amendment. Prerequisites: Government 103 and 104 and junior standing or consent of the instructor.

398. *Jurisprudence*. A study of the American courts and the judicial process including the adversary system, the use of precedents, and legal practice. Local attorneys serve as guest lecturers. Designed for prelaw students. Prerequisite: Government 103 or 104 or consent of the instructor.

401. *Independent Study or Internship*. Includes selected readings, written reports, conferences, or work with government officials as arranged with the instructor. Prerequisite: junior standing.

HISTORY

William L. Urban, Professor, Chair
George F. Arnold, Assistant Professor
Cecil C. Brett, Professor
Mary B. Crow, Associate Professor
Douglas R. Spitz, Professor

The Department of History believes that an understanding of the historical dimension of contemporary experience is an important part of a liberal education. Peoples with different cultural traditions and historical experiences are interacting today in increasingly significant ways. A historical perspective on the contemporary world therefore requires a knowledge of the history of both Western and non-Western peoples. Accordingly, the History Department offers a variety of courses in American, European, and non-Western history. A common objective of all courses is to provide students with both a humanistic understanding of people and an appreciation of the many-sided character of humanity's historical experience.

The department's program is flexible and is designed to meet the needs of both the general student and the student who desires to major in history as preparation for a career in teaching, law, government service, journalism, and other professions. Except for History 300, 313, and 408, the department's courses are open to all students without prerequisites.

■ Departmental Major. A major in history requires the completion of one course in each of the areas taught by the Monmouth faculty (American, European, and Asian) and History 300, Junior Seminar. Six additional courses chosen from these areas complete the major in history. Majors who plan to teach are encouraged to take courses in other social sciences so they will be prepared to teach in more than one area. Majors who wish to graduate with Departmental Honors must take History 408.

History majors preparing to teach at the secondary level are required to take Education 341, Secondary Methods and Curriculum in Social Studies.

History majors are encouraged to participate in one of the off-campus programs sponsored by the College or by the Associated Colleges of the Midwest. Such programs as Arts of London and Florence, India Studies, Japan Study, Chinese Studies, and Washington House are described elsewhere in this catalog.

101. *Western Civilization I.* A survey of the social, political, economic, and cultural development of Western civilization from its beginnings to the end of the Middle Ages.

102. *Western Civilization II.* A survey of the social, political, economic, and cultural development of European civilization from the Renaissance to the end of the Napoleonic era.

103. *Western Civilization III.* A study of the main political, social, and economic developments in Europe since 1815.

111. *U.S. History I.* A study of the main political, social, and economic developments in the Colonial, early national, and Civil War periods.

112. *U.S. History II.* A study of the Reconstruction period, the rise of big business, agrarian and labor movements, the New Deal, and the United States as a world power.

201. *Modern China.* A study of Chinese history from 1800 to the present emphasizing the impact of the West on China and Chinese responses to the problems caused by the impact of the West and modernization.

202. *Modern Japan.* A study of the social, economic, and political development of modern Japan that emphasizes Japanese responses to problems posed by contacts with the West.

203. *Modern India*. A study of the political, social, and economic development of India with special attention to the impact of British colonialism and the independence movement on traditional institutions.

211. *History of Greece*. A study of classical Greece concentrating on ancient historians and their works. Offered in alternate years. (Same as Classics 211.)

212. *History of Rome*. An interpretation and evaluation of Roman civilization with special emphasis on the late Roman republic. Offered in alternate years. (Same as Classics 212.)

222. *Medieval History*. Topics in medieval life, politics, and culture. Offered in alternate years.

223. *The Renaissance*. A study of social and political life with considerable attention to the cultural contributions of the period.

234. *Nineteenth-Century Europe*. A study of the Industrial Revolution, the growth of democracy, nationalism, and imperialism from 1815 to 1914. Offered in alternate years.

235. *Twentieth-Century Europe*. A study of principal issues in European history from 1914 to the present. Emphasizes Germany and Russia as the focal points of European politics. Offered in alternate years.

250. *Special Topics*. Special topics offered in European, American, and non-Western subjects according to the interests of students and the competencies of the faculty.

260. *Nineteenth-Century American Utopias*. A survey of frontier American experiments in religious and/or communal group-living and the founders, philosophy, climax, and decline of each. Specific studies are made of such groups as the transcendentalists, the Shakers, the Icarians, the Amana Colonists, the Rappites, and the Mormons.

311. *Church History: Ancient and Medieval*. See Religious Studies 311.

312. *Church History: Reformation and Modern*. See Religious Studies 312.

313. *History of American Education*. A study of the evolution of the public schools and higher education emphasizing problems of the twentieth century. Open only to juniors and seniors in the teacher education program. May not be counted toward a major in history.

353. *Twentieth-Century America*. A study of political and social movements in the United States from 1890 to the present. Offered in alternate years.

SEMINARS

300. *Junior Seminar*. A research and historiography seminar required of all history majors in the junior year.

320. *Independent Reading*. Reading supervised by instructors in more advanced areas not usually offered. Prerequisite: consent of the instructor.

349-350. *Studies in European History*. Tudor-Stuart England, the Reformation, the French Revolution, and other special topics in European and British history are offered as the need for them becomes apparent.

359-360. *Studies in American History*. The Civil War, modern American diplomatic history, studies in black history, and other special topics in American history are offered as the need for them becomes apparent.

408. *Independent Study*. An extensive research thesis on a topic selected by the student and the instructor. Prerequisites: History 300 and consent of the instructor.

MATHEMATICS

George A. Converse, Associate Professor, Chair

Michael B. Jackson, Assistant Professor

Peter K. KloeppeI, Associate Professor

George C. Nieman, Associate Professor

Lyle L. Welch, Assistant Professor

Mathematics has traditionally held a central position in liberal education, providing a means of learning many of the techniques of critical thinking. Because quantitative information surrounds us, the study of mathematics provides fundamental concepts and skills for understanding the world in which we live. Those who major in mathematics are successful in such nonmathematical fields as business, law, and medicine as well as in such mathematical fields as actuarial science, computer science, model building, and statistics.

■ Departmental Major. A major in mathematics consists of ten term courses approved by the department. Except for Mathematics 125, the courses to be counted toward the major must be selected from those numbered 151 and higher. All majors must take Mathematics 151, 152, 153, 241, and 311 and must include an appropriate culminating experience. Candidates for Departmental Honors are expected to complete an independent study in mathematics.

The student may choose to emphasize an area such as computer science, education, statistics, or preparation for graduate study in mathematics. Those emphasizing education should take Mathematics 125 and 317, and those preparing for graduate study should take Mathematics 301 and 302 as well as French, German, or Russian.

103. *Introduction to Computer Programming.* Credit: one-third unit.

104. *A Numerical Approach to Elementary Mathematics.* Concepts in algebra, the graphing of functions, and linear algebra are approached from a numerical and problem-solving point of view. Enrollment is limited to students who do not have credit for a college mathematics course.

106. *Elementary Statistics.* A study of the methods of handling data and the nature of probability distributions and an introduction to statistical inference with applications. Topics include mean and variance, correlation and regression, and some of the basic distributions of statistics.

110. *Mathematics for Elementary Teachers I.* A study of the number systems of arithmetic—the natural numbers, the rational numbers, and the integers and their properties. Enrollment is limited to students preparing to teach elementary-school mathematics.

111. *Mathematics for Elementary Teachers II.* A study of informal geometry and topics in mathematical reasoning. Enrollment is limited to students preparing to teach elementary-school mathematics. Mathematics 110 and 111 may be taken in either order.

125. *Introduction to Computer Science.* An introduction to the computing process, the use of computers in problem solving, the elements of BASIC programming, and the applications and cultural impact of computers and computing.

141. *Elementary Functions.* A study of polynomial, circular, exponential, and logarithmic functions. This is a precalculus course. Prerequisite: two and one-half years of college-preparatory mathematics.

151. *Calculus I.* A study of the calculus of functions of a single variable. Prerequisite: Mathematics 141 or placement.

152. *Calculus II.* A continuation of Mathematics 151. Prerequisite: Mathematics 151.

153. *Calculus III.* A study of the calculus of functions of more than one variable, including partial differentiation and multiple integration. Prerequisite: Mathematics 152.
225. *Applications of Computer Programming.* Topics include structured programming, advanced programming techniques, and applications of the computer to a variety of fields. Students choose an area of personal interest (approved by the instructor) and write well-structured programs in that area. Prerequisite: Mathematics 125.
241. *Linear Algebra.* A study of finite dimensional vector spaces, linear transformations, and matrices. Prerequisite: Mathematics 151.
254. *Differential Equations.* An introduction to ordinary differential equations and their applications. Prerequisite: Mathematics 153.
301. *Advanced Calculus.* A theoretical development of the calculus of one and several variables, including topological concepts, linear theorems, differentiation, integration, series, pointwise convergence, and uniform convergence. Prerequisite: Mathematics 153. Offered in alternate years.
302. *Advanced Calculus.* A continuation of Mathematics 301. Prerequisite: Mathematics 301. Offered in alternate years.
311. *Introduction to Modern Algebra.* A study of rings, integral domains, fields, groups, determinants, and matrices. Prerequisite: Mathematics 152. Offered in alternate years.
315. *Theory of Numbers.* A study of the properties of the whole numbers, divisibility, diophantine equations, prime numbers, congruences, and residues. Prerequisite: Mathematics 152. Offered in alternate years.
317. *Geometry.* A study of such topics in advanced and modern geometry as non-Euclidean geometry, finite and projective geometries, isometries and transformation groups, convexity, foundations, and axiomatics. Prerequisite: Mathematics 152. Offered in alternate years.
323. *Numerical Analysis.* An introduction to numerical methods in mathematics including topics from the theory of computation with applications to linear algebra and differential equations. Computer methods, systems of linear equations, eigenvalues, and numerical solutions of differential equations are studied. Prerequisites: Mathematics 103 (may be taken concurrently) and 153. Offered in alternate years.
339. *Probability and Statistics.* An introduction to probability theory and its applications, including discrete and continuous random variables, density functions, distribution functions, expectation, and variance. Prerequisite: Mathematics 153. Offered in alternate years.
340. *Probability and Statistics.* An introduction to the theory and applications of statistics, including limit theorems, estimation, confidence intervals, and statistical inference. Prerequisite: Mathematics 339. Offered in alternate years.
341. *Functions of a Complex Variable.* A study of the algebra of complex numbers, limits, differentiation, analytic functions, integration, series, residues, and conformal mappings. Prerequisite: Mathematics 153. Offered in alternate years.
350. *Topics in Mathematics.* Topics include topology, operations research, mathematics modeling, and continuations of other mathematics courses. May be repeated if the student does not already have credit for the topic offered. Prerequisites: Mathematics 152 and consent of the instructor. Offered when there is sufficient student interest.
351. *Topics in Computer Science.* Sample topics include data structures, operating systems, and computer architecture. May be repeated if the student does not already have credit for the topic offered. Prerequisites vary according to the topic studied. Offered when there is sufficient student interest.
421. *Independent Study and Seminar.* A study of selected topics in advanced mathematics. Prerequisite: Mathematics 311.

MILITARY SCIENCE

Lieutenant Colonel Duane L. Slater, Professor,
Chair

Major R. Roger Gynn, Assistant Professor
Captain Daniel C. Doe, Assistant Professor

The military-science program provides a valuable adjunct to a liberal arts education, helping to prepare college graduates to assume productive roles in either civilian or military sectors. The curriculum addresses practical management skills and establishes a broad foundation for advancement in any field of endeavor.

The department seeks to develop the student's leadership and managerial potential, to aid in developing the student's ability to think creatively and speak and write effectively, and to provide an understanding of the nature of military operations. Inherent in these objectives is the encouragement of mental and moral standards essential to both the military service and civilian professions: an appreciation of the importance of human relations, the fundamentals of self-discipline, standards for appearance and performance, and a strong sense of personal integrity and individual responsibility.

The Department of Military Science is fully integrated with the Monmouth College community, and only those officers who possess credentials required by the College are assigned to the department as instructors. Most military-science courses are related to other academic disciplines, and instructors from those departments frequently appear as guest speakers in military-science classes.

Except for Military Science 111 and 222, all courses are awarded academic credit, count as electives toward graduation requirements, and are computed in the student's grade-point average. In addition, students are awarded one credit for successfully completing the basic and advanced summer camps of the ROTC program.

Military-science courses include seminars, conferences, map exercises, guest speakers, and group discussions supplemented by a variety of audiovisual aids. Courses normally meet two periods per week and are open to all students, including those not enrolled in the Reserve Officers' Training Corps.

BASIC COURSE SEQUENCE

111. *Developmental Activities.* A variety of activities designed to be of lifelong use. Specific offerings vary from term to term but generally include such activities as orienteering, canoeing, survival training, physical fitness, and first aid. No credit.

112. *Map and Aerial Photography Interpretation.* An introduction to land navigation, grid reference systems, marginal information and topographic symbols, and the determination of unknown locations by intersection and resection. Topics include map and polar coordinates, plotting and measuring azimuths, using the compass, and using photographs as map supplements.

113. *National Defense Management.* An introduction to national security policy and its place in modern society. Topics include the role of force in international relations, international terrorism, the nature and conduct of war, the U.S. national-security structure and its operation, and issues in the relationship of the defense establishment to contemporary society. Credit: one-half unit.

221. *American History: The Military Role.* A study of American military institutions and their policies, experiences, and traditions in peace and war from Colonial times to the present. Emphasizes the relationship between the military and American society and the role of the military in the establishment, expansion, preservation, and development of the nation. Credit: one-half unit.

222. *Military Skills Core.* A variety of offerings designed to give the prospective military-science student the background of essential military knowledge necessary to enter the Advanced Course Sequence. The student may choose such areas as marksmanship, communication, war-gaming, land navigation, rappelling, and customs of the service. No credit.

223. *Introduction to Tactics and Operations.* A study of management skills as they relate to military leadership. Addresses troop-leading procedures, basic organizational techniques, mission, and the composition and organization of small military teams stressing firepower, movement, and communication. Credit: one-half unit.

ADVANCED COURSE SEQUENCE

331. *Methods of Instruction.* An introduction to the principles and techniques of oral and written communication emphasizing individual initiative and ingenuity. Focuses on lesson planning, the control of interest, effective speaking, and the process of communicating ideas to a specific audience. Includes practice in preparing and presenting short speeches and papers.

332. *Leadership in Small-Unit Operations.* An analysis of the leader's role in directing and coordinating the efforts of individuals and small units in executing offensive and defensive tactical missions. Topics include communication systems and intelligence gathering. Credit: one-half unit.

333. *National Security in a Changing World.* An introduction to the structure and dynamics of the international political system. Addresses significant changes in the relations of nation-states and the military implications of U.S. foreign policy. Includes discussion of the component parts of the international system, the spectrum and use of force among nations, contemporary world events, and internal defense and development against insurgency. Credit: one-half unit.

341. *Theory and Dynamics of the Military Team.* A study of the mission, organization, and composition of basic military teams. Includes principles of offensive and defensive tactical operations and emphasizes planning, troop-leading procedures, and fire-support coordination. Prerequisite: Military Science 332 or consent of the instructor. Credit: one-half unit.

342. *Interpersonal Relations and Organizational Effectiveness.* An examination of the apparent conflict between the scientific-management and human-relations schools of thought concerning organizational effectiveness. Emphasizes the process of influencing others and the development of social-exchange skills that promote effective organizational performance. Credit: one-half unit.

343. *Military Law and Administration.* An introduction to the fundamental concepts of military justice and their application and to staff, operations, and unit administration. Principal subjects include staff organization and functions and human-relations skills in leadership. Credit: one-half unit.

MODERN FOREIGN LANGUAGES

Harry W. Osborne, Professor, Chair

Patricia B. Conrad, Lecturer

C. Margaret Hastings, Lecturer

Jacquelynn J. Urban, Lecturer

John W. Van Kerk, Assistant Professor

According to the Monmouth College charter of 1857, the College was created ". . . for the instruction of youth in the various branches of science and literature, the useful arts, and the learned and foreign languages." Monmouth's founders saw the need for knowledge of foreign languages and cultures, and we must surely recognize that, if an international or global point of view was desirable in 1857, it is imperative in the 1980s. Supersonic planes have turned the vast world of the nineteenth century into a limited sphere which can be circumnavigated in hours. Today, ignorance of one's neighbors, their habits, and their language is no longer a quaint idiosyncrasy to be tolerated with an amused smile but an invitation to misunderstanding, confrontation, and war. The Department of Modern Foreign Languages hopes to challenge the complacency of those who recognize only one culture and one language.

In the study of a foreign language at Monmouth, students not only learn the fundamentals of another world language but are given an insight into another culture which is different from, but equal to, their own. When students recognize the significance of a culture other than their own, they have taken the first important step toward the contemporary view of the world as a "global village." A further benefit of studying a foreign language is that it enables us to see our own culture from the point of view of a nonmember.

Some students are so interested in foreign languages that they choose to major in one with the idea of preparing for a career in teaching, in translating, or in the diplomatic corps. Other students use a foreign language for personal enrichment or as an adjunct to a major in such subjects as economics and business administration, sociology, and psychology. The department encourages its majors to spend a period of time abroad in study and travel and helps those who wish to do so in every way it can. The department believes that such experience is invaluable to all students and therefore encourages them, under the guidance of the department, to participate in an accredited program of foreign study. Candidates for foreign study must be approved by the department, and programs must be planned well in advance.

In cooperation with the Department of Education, the Department of Modern Foreign Languages offers programs for students preparing to become teachers. Students interested in teaching a foreign language at the secondary level should take six courses beyond the elementary courses (the minimum requirement for the state of Illinois). Students interested in teaching should also be aware of the rapidly increasing opportunities in bilingual education. The Department of Education can provide specific information.

Based on placement examinations, courses are recommended to students who wish to continue a language studied in high school. A student can satisfy the foreign language requirement by passing a foreign language course at the 102 level or by performing satisfactorily on the language placement examination.

■ **Departmental Major.** A major in Spanish or in French consists of eight or more courses beyond the elementary level. Majors are encouraged to include at least one independent study course in their programs.

SPANISH

101. *Elementary*. An introduction to Spanish as a spoken and written language with attention to pronunciation and practice in using the language. Laboratory facilities provide authentic speech patterns.

102. *Elementary*. A continuation of Spanish 101.

201. *Intermediate*. Continued emphasis on the spoken and written language aimed toward adequate oral and written expression. Students analyze and interpret readings from modern literature and become acquainted with cultural aspects of Spain and Spanish America.

210. *Written and Oral Practice*. A study of the structure of the Spanish language beyond the intermediate level. Includes conversation based on readings and written composition aimed toward accuracy of expression. Prerequisite: Spanish 201.

252. *Culture, Folklore, and Historical Background of the Spanish-Speaking World*. A study of Spanish customs, the development of Hispanic culture, and its ramifications in other countries. Prerequisite: Spanish 201.

310. *Advanced Composition and Conversation*. Concentrated training in the written and oral use of the Spanish language. Prerequisite: Spanish 210 or consent of the instructor.

311. *Masters of the Theater*. Origins of the theater and its development, including the social and political reasons that the plays came into being and an analysis of major playwrights of the Golden Age through the nineteenth century. Prerequisite: Spanish 210 or consent of the instructor.

312. *Spanish Verse From Its Origins to the Nineteenth Century*. A study of early ballads, poetry of the Golden Age, baroque and Romantic poets in Spain, and neo-classic and premodernist poets in Latin America. Prerequisite: Spanish 210 or consent of the instructor.

313. *Modern Masters of Spanish Verse*. A study of poets and movements of the nineteenth and twentieth centuries in Spain and Latin America with special attention to modernism and the generations of 1898, 1914, and 1936. Prerequisite: Spanish 210 or consent of the instructor.

314. *Contemporary Literature*. A study of prose, poetry, and drama by contemporary authors of the Spanish-speaking world. Prerequisite: Spanish 210 or consent of the instructor.

320. *Individual or Group Study*. Specialized study, with guidance, of such aspects of Spanish literature as the *romancero*, the picaresque novel, and Golden Age drama.

350. *Spanish Prose*. The development of Spanish prose from the Middle Ages through the nineteenth century as seen in selected masterworks. Prerequisite: Spanish 210 or consent of the instructor.

401. *Independent Study*. Individual research problems under the guidance of the instructor. Prerequisite: consent of the instructor.

FRENCH

101. *Elementary*. An introduction to spoken and written French with attention to pronunciation and practice in using the language. Laboratory facilities provide authentic speech patterns.

102. *Elementary*. A continuation of French 101.

201. *Intermediate*. Includes selected readings from modern literature with continued oral practice and review of grammar. Prerequisite: French 102 or its equivalent.

210. *Written and Oral Practice*. A study of the structure of the French language beyond the intermediate level. Includes continued grammar study, written and oral composition, and an insistence on accuracy of expression. Prerequisite: French 201.

250. *Special Topics*.

310. *Advanced Composition and Conversation.* An advanced study of French grammar, composition, style, and phonetics. Prerequisite: French 210 or consent of the instructor.

320. *Individual or Group Study.* Specialized study, under the guidance of the instructor, of such aspects of French literature as medieval literature, Romantic poetry, Zola, and naturalism.

340. *Medieval, Renaissance, and Preclassical French Literature.* A study of selected masterpieces of French literature from the Middle Ages, the Renaissance, and the preclassical or baroque periods with attention to the cultural milieu in which these works were produced. Prerequisite: French 210 or its equivalent.

341. *Classicism, Voltaire, and Diderot.* A study of selected French masterpieces from the period of *le grande classicisme* and of the works of Voltaire and Diderot with attention to the cultural milieu in which these works were produced. Prerequisite: French 210 or its equivalent.

342. *Rousseau and the Nineteenth Century.* A study of selected writings by Rousseau and masterpieces of nineteenth-century French literature with attention to the cultural milieu in which these works were produced. Prerequisite: French 210 or its equivalent.

343. *Modern French Literature.* A study of selected masterpieces of twentieth-century French literature with attention to the cultural milieu in which these works were produced. Prerequisite: French 210 or its equivalent.

401. *Independent Study.* An individual research project pursued with the guidance of the instructor. Prerequisite: consent of the instructor.

GERMAN

101. *Elementary.* An introduction to spoken and written German with attention to pronunciation and practice in using the language. Laboratory facilities provide authentic speech patterns.

102. *Elementary.* A continuation of German 101.

MODERN FOREIGN LANGUAGES

340. *Introduction to Linguistics and Phonetics.* A course designed for students interested in the structure and phonetics of modern languages.

460. *Methods of Teaching Modern Foreign Languages.* A study of the methods of teaching modern foreign languages. Includes an introduction to phonetics and linguistics.

MUSIC

Gene H. Anderson, Assistant Professor, Chair

Barbara Anderson, Lecturer

Elwood H. Ball, Assistant Professor

Richard L. Griffiths, Associate Professor

Heimo A. Loya, Professor Emeritus

Michael E. Sproston, Assistant Professor

Music is in some way involved with every activity of human society. Throughout recorded history, and undoubtedly long before, it has been an integral part of humanity's worship, entertainment, and education. The program of the Music Department provides opportunities for students to develop an appreciation and understanding of music as part of a liberal education. For the general student there are courses in music literature, theory, and performance. For the music major there is a four-year program providing an intensive historical, theoretical, and practical investigation of music as an academic discipline and a fine art.

■ **Departmental Major.** The major program in music includes Music 121, 122, 123, 201 or 301, 202 or 302, 321, 322, 323, 401, and 402; the equivalent of at least one credit of applied music; participation in music ensembles; and attendance at campus concerts and recitals.

Students concentrating in performance must take the equivalent of at least three units of applied music and present a full recital during the senior year.

Students preparing for certification in secondary vocal-music education must take Music 201, 202, and 313; the equivalent of at least two units of applied music; and two courses in instrumental techniques. They must also satisfy the professional education requirements.

Students preparing for certification in secondary instrumental-music education must take Music 201, 202, and 314; the equivalent of at least two units of applied music; and four courses in vocal and instrumental techniques. They must also satisfy the professional education requirements.

Students preparing for a special K-12 certificate must take Music 312 in addition to the music education courses in their area and satisfy the professional education requirements.

APPLIED MUSIC

Performance instruction is available by audition or by consent of the instructor and consists of one half-hour lesson per week with at least one hour of daily practice for one-sixth credit per term. Music majors or other advanced students may study for one-third credit per term, requiring a one-hour individual lesson each week and at least two hours of daily practice.

Music majors are expected to demonstrate competence on the keyboard. They can do so by passing an examination in functional piano or by taking an additional course in applied piano. Piano study for music majors who have had little experience with a keyboard instrument is strongly recommended for the freshman year as a basis for further study of music.

Odd-numbered courses are worth one-sixth credit per term; even-numbered courses are worth one-third credit.

141/142. *Organ.*

145/146. *Piano.*

151/152. *Voice.*

155/156. *Strings.*

161/162. *Woodwinds.*

165/166. *Brass.*

171/172. *Percussion.*

ENSEMBLES

The following ensembles are open to all students by audition or by consent of the instructor. Each is worth one-sixth credit per term.

181. *Vocal Chamber Music.* Includes the chamber singers and other small vocal ensembles.

182. *Instrumental Chamber Music.* Includes the chamber orchestra, woodwind quintet, brass quintet, string quartet, and other small instrumental ensembles.

183. *Jazz Ensemble.* Includes the Sound of Five, jazz ensemble, and other small vocal or instrumental jazz groups.

184. *Concert Choir.*

185. *Concert Band.*

COURSES

101. *Introduction to Music.* A study of musical materials, principles of organization, and historical styles. Designed to develop an understanding of music. No prerequisites.

121. *Theory of Music I.* An approach to the elements of music—melody, harmony, rhythm, tone color, and form—through the study of music from various stylistic periods and the development of skills in listening, singing, keyboard, composition, and analysis. No prerequisites.

122. *Theory of Music II.* A continuation of Music 121 at the intermediate level. Prerequisite: Music 121 or consent of the instructor.

123. *Theory of Music III.* A continuation of Music 122 at the advanced level. Prerequisite: Music 122 or consent of the instructor.

201. *Conducting.* An introduction to the principles of conducting that includes interpretive study of choral and instrumental scores. May include conducting campus music groups. Prerequisite: Music 123 or consent of the instructor.

202. *Orchestration and Arranging.* A study of orchestral and band instruments and their use in small and large ensembles. Students arrange music for a variety of performing groups in various musical styles. Prerequisite: Music 123.

250. *Special Topics.* A course of variable content, the focus of which is determined by the instructors' interests and competencies and by the interests and needs of the students. No prerequisites.

251. *Vocal Techniques.* A study of basic vocal pedagogical techniques through singing, listening, and working with others in a classroom setting. For students preparing to teach music at the elementary or secondary level. Prerequisite: Music 123 or consent of the instructor. Credit: one-third unit.

252. *String Techniques.* A study of the techniques of playing the violin, viola, cello, and double bass for students preparing to teach music at the elementary or secondary level. Prerequisite: Music 123. Credit: one-third unit.

253. *Woodwind Techniques.* A study of the techniques of playing the flute, oboe, clarinet, bassoon, and saxophone for students preparing to teach music at the elementary or secondary level. Prerequisite: Music 123. Credit: one-third unit.

254. *Brass Techniques.* A study of the techniques of playing the trumpet, French horn, trombone, baritone, and tuba for students preparing to teach music at the elementary or secondary level. Prerequisite: Music 123. Credit: one-third unit.

255. *Percussion Techniques.* A study of the techniques of playing the timpani, snare drum, bass drum, mallet, and auxiliary percussion instruments for students preparing to teach music at the elementary or secondary level. Prerequisite: Music 123. Credit: one-third unit.

301. *Counterpoint.* A study of the principles of sixteenth-, eighteenth-, and twentieth-century counterpoint and an introduction to the canon and fugue through composition and analysis of selected examples. Prerequisite: Music 123.

302. *Form and Analysis.* An examination of the significant formal structures in Western tonal music through various analytical techniques. Prerequisite: Music 123.

312. *Teaching Music in the Elementary School.* A study of music fundamentals, teaching skills, and teaching methods at different grade levels. Includes comprehensive coverage of music requirements for prospective elementary teachers with special emphasis on singing and functional piano technique. No prerequisites.

313. *Music Education I.* A study of the teaching and administration of vocal music in secondary schools. Topics include the general music program, the changing voice, instructional problems, and materials for vocal ensembles. Prerequisite: Music 123.

314. *Music Education II.* A study of the teaching and administration of instrumental music in secondary schools. Topics include techniques of group instruction, materials, equipment, organization, budgeting, and the rehearsing of bands and orchestras. Prerequisite: Music 123.

321. *History and Literature of Music I.* A study of music from the earliest times to 1750, concentrating especially on the Renaissance and the baroque period. Emphasizes works, styles, and formal and theoretical considerations, including study and analysis of contrapuntal forms, i.e., the canon and fugue. Includes an introduction to bibliographic materials and procedures for research in music. Prerequisite: Music 123 or consent of the instructor.

322. *History and Literature of Music II.* A study of music from 1750 to 1900, the classic and Romantic periods. Emphasizes works, styles, and formal and theoretical considerations, including study and analysis of the homophonic forms of music. Includes continued study of bibliographic materials and procedures. Prerequisite: Music 123 or consent of the instructor.

323. *History and Literature of Music III.* A study of music from 1900 to the present. Emphasizes works, styles, and formal and theoretical considerations, including study and analysis of serialism and other twentieth-century techniques. Includes continued study of bibliographic materials and procedures. Prerequisite: Music 123 or consent of the instructor.

401. *Seminar.* Includes field trips to selected off-campus cultural events and research, written critiques, or analyses of the music performed. Prerequisite: Music 323 or consent of the instructor.

402. *Independent Study.* Individual study of a topic of special interest directed by a member of the music faculty. May be repeated for credit. Prerequisite: Music 323 or consent of the instructor.

PHILOSOPHY

J. Prescott Johnson, Professor, Chair

The Department of Philosophy offers a program of study designed to meet the varied needs and developing interests of today's students. The program includes courses designed specifically to acquaint students with the nature of philosophical thought. The study of philosophy provides a unique opportunity for students of the sciences, history, literature, art, religion, and education to become aware of the presuppositions and implications of their disciplines.

The department offers courses in the major systems and historical periods of philosophy. These courses enable the student to pursue advanced undergraduate work in philosophy and to qualify for graduate study in philosophy.

■ **Departmental Major.** A major in philosophy consists of eight or more courses in the department, including two terms of individual study. The major should also include at least two courses in the history of philosophy and two courses in systematic philosophy.

Seminars and independent studies are a significant part of the program leading to a major in philosophy. Such courses afford students the opportunity to study intensively topics that are within their interests and capabilities.

Graduation with Departmental Honors ordinarily requires a College cumulative grade-point average of at least 3.0 and a departmental cumulative grade-point average of at least 3.5. The student should apply for Departmental Honors during the first term of the junior year. In the senior year the candidate must submit to the philosophy faculty a senior thesis. To be awarded Departmental Honors, the thesis must carry the grade "pass with honors." Application forms and instructions governing submission of the thesis are available from the department.

101. *Introduction to Philosophy.* An introduction to the general field and methods of philosophy and to basic problems in the philosophy of science and the philosophy of human culture.

102. *Introduction to Logic.* A study of logical relations emphasizing the development of skill in the logical control and evaluation of thinking.

210. *Advanced Logic.* A study of the techniques of symbolic logic and problems of logical theory.

211. *Philosophy of Education.* A study of the theories and basic concepts of education in relation to general philosophical issues. Prerequisite: sophomore standing.

213. *Philosophy of Religion.* A study of philosophical problems raised by basic religious beliefs and concepts. Prerequisite: sophomore standing. (Same as Religious Studies 213.)

301. *Greek and Medieval Philosophy.* A study of the development of Greek and medieval philosophy emphasizing Plato, Aristotle, Augustine, and Thomas Aquinas. Includes special attention to the historical roots of contemporary problems. Prerequisite: Philosophy 101 or junior standing. Offered in alternate years.

302. *Modern Philosophy.* A study of the major philosophers from the Renaissance to the present century. Prerequisite: Philosophy 101 or junior standing. Offered in alternate years.

303. *Ethics.* An analysis of basic moral concepts, their application in personal decision making, and the principal historical and contemporary ethical theories. Prerequisite: Philosophy 101 or junior standing. Offered in alternate years.

305. *Contemporary Philosophy.* An examination of twentieth-century philosophy, its roots in nineteenth-century thought, and current issues in Anglo-American and European philosophy. Prerequisites: Philosophy 301 and 302 or consent of the instructor. Offered in alternate years.

315. *Aesthetics.* A study of values in literature, music, painting, and other arts. Emphasizes the relationship of aesthetic experience and judgment to scientific and religious thought. Prerequisite: Philosophy 101 or junior standing. Offered in alternate years.

316. *Philosophy of Science.* An analysis of the nature of scientific knowledge, the development of modern scientific concepts, and the relationship of science to other methods of inquiry. Prerequisite: Philosophy 101 or junior standing.

SEMINARS AND INDIVIDUAL STUDY

Each philosophy major is expected to take at least two individual study courses, one each in the junior and senior years. Other juniors and seniors who have satisfied the prerequisites may enroll with the permission of the instructor.

401. *Philosophy Seminar.* A study of philosophical methods as exemplified in the work of selected philosophers. Prerequisite: four philosophy courses.

402. *Philosophy Seminar.* A continuation of Philosophy 401.

411. *Junior Independent Study.* Individual reading, reports, and papers in areas of special interest to the student. Prerequisite: four philosophy courses.

412. *Junior Independent Study.* A continuation of Philosophy 411.

421. *Senior Independent Study.* A continuation of Philosophy 412, culminating normally in the preparation of a senior thesis. Prerequisite: Philosophy 412.

422. *Senior Independent Study.* A continuation of Philosophy 421. Prerequisite: Philosophy 421.

PHYSICAL EDUCATION

Terry L. Glasgow, Associate Professor, Chair
Douglas D. Hardin, Lecturer
Judson F. Kruidenier, Lecturer
Michael A. Lewis, Lecturer
Irene H. McClintock, Lecturer
John L. Melone, Instructor
David L. Ostrand, Instructor
Robert L. Reedy, Lecturer
Douglas R. VanLaere, Lecturer
Kathryn J. Wagoner, Instructor
Kristi J. Winebright, Lecturer

Believing strongly in the time-honored tradition of a sound mind in a healthy body, Monmouth College has always made physical education and athletic competition a prominent part of the processes of liberal education. A very extensive intramural sports program for women and men, together with a full range of intercollegiate athletic competition, involves more than 80 percent of the student body in healthful recreation. The department's courses instruct students in skills important throughout life, providing a foundation for zestful living.

On the intercollegiate level, Monmouth's men compete in the prestigious Midwest Collegiate Athletic Conference against such traditional rivals as Beloit, Grinnell, Knox, Lawrence, and the University of Chicago. Women's teams compete in the newly organized Midwest Athletic Conference for Women, which has member colleges in Iowa and Wisconsin as well as in Illinois.

Most of those who major in physical education go on to teach. The department provides those students with a comprehensive preparation in physiology, kinesiology, and coaching skills. The department welcomes students who, while majoring in another discipline, select physical education as a second teaching field.

Students interested in recreation, physical therapy, or related areas may prepare for careers or for graduate study in these specialties. Further information is available from the department chair.

In addition to its primary academic mission, the Department of Physical Education offers a variety of activities, both competitive and instructional. These include physical education activity courses attractive to the entire College community. The intramural program offers more than 30 individual and dual sports conducted throughout the academic year. The department also sponsors a variety of recreational activities, permitting students to use physical education and athletic facilities at their leisure.

One-sixth unit of credit is given for each basic-skill course, and a maximum of one unit in basic skills may be counted toward the degree.

■ Departmental Major. Each student majoring in physical education must complete six basic-skill courses, including BSC 110, BSC 131, and BSC 140, and at least nine term courses approved by the department, including Physical Education 180, 190, 210, 212, 421, 430, and either 315 or 423. Women must take Physical Education 316, and men must choose one course from Physical Education 317, 318, or 319.

■ **Teacher Preparation.** Students who wish to be certified to teach physical education should review the information on teacher certification in this catalog and consult the chair of the Department of Education. A teaching program requires the completion of Physical Education 180, 190, 210, 211, 212, 315, 325, 421, 423, 425, and 430 and one course chosen from Physical Education 316, 317, 318, or 319.

Students who select physical education as a second teaching field should consult the chairs of the Department of Physical Education and the Department of Education.

BASIC-SKILL COURSES

BSM 103. *Basketball.*

BSM 104. *Volleyball.*

BSM 105. *Wrestling.*

BSC 110. *Physical Fitness.*

BSC 111. *Weight Training.*

BSW 112. *Synchronized Swimming.*

BSW 114. *Basketball.*

BSW 115. *Volleyball.*

BSC 121. *Beginning Bowling.*

BSC 122. *Beginning Golf.*

BSC 123. *Beginning Tennis.*

BSC 131. *Swimming.*

BSM 132. *Handball.*

BSC 133. *Racquetball.*

BSC 134. *Archery.*

BSC 135. *Fencing.*

BSC 136. *Badminton.*

BSC 137. *Lifesaving.*

BSC 138. *Water Safety Instruction.*

BSC 140. *Gymnastics.*

BSC 145. *Modern Jazz Dancing.*

BSC 151. *Advanced Bowling.*

BSC 152. *Advanced Golf.*

BSC 153. *Advanced Tennis.*

BSC 160. *Cheerleading.* Special permission is required to receive credit.

PEC 200. *Intercollegiate Sports.*

PHYSICAL EDUCATION COURSES

180. *Personal and Community Health.* An examination of personal and community health problems and information concerning personal, family, and community health for prospective teachers of health.

190. *Foundations of Physical Education.* An introduction to the profession emphasizing its history, principles, objectives, programs, and opportunities.

210. *Individual Sports.* An analysis of the skills necessary to perform and teach selected individual sports. The student must demonstrate proficiency in each of the individual sports. Not open to freshmen or nonmajors.

211. *Team Sports.* An analysis of the skills, tactics, and strategies involved in basketball, volleyball, soccer, and softball with special emphasis on teaching the skill progressions in the respective sports.
212. *Rhythmic Activities.* A study of the fundamentals of rhythms and of social, folk, and square dance. Emphasizes analysis of the skills and techniques of these rhythmic activities with special attention to methods of teaching them.
311. *Elementary-School Physical Education.* A study of the development of the physical education program in the elementary grades. Emphasizes program content and methods of teaching physical education in the elementary school.
315. *Kinesiology.* An analysis of the mechanics and anatomy of human motion. Prerequisite: Biology 204.
316. *Coaching of Volleyball and Softball.* A study of the methods and techniques of coaching volleyball and softball. Emphasizes analysis of skills, team formations, and strategy.
317. *Coaching of Football.* A study of the methods and techniques of coaching football. Prerequisites: junior standing; nonmajors must have the permission of the department chair to enroll. Offered in alternate years.
318. *Coaching of Basketball.* A study of the methods and techniques of coaching basketball. Prerequisites: junior standing; nonmajors must have the permission of the department chair to enroll. Offered in alternate years.
319. *Coaching of Baseball and Track.* A study of the methods and techniques of coaching baseball and track and field. Prerequisites: junior standing; nonmajors must have the permission of the department chair to enroll. Offered in alternate years.
320. *Curriculum and Methods of High School Physical Education.* A study of the methods of teaching physical education. Open only to juniors and seniors in the teacher education program. May not be counted toward a major in physical education.
325. *Athletic Training and First Aid.* A study of athletic injuries and first aid emphasizing safety and precautionary techniques in athletics, physiological conditioning, diet, taping and bandaging, treatment, and rehabilitation. Credit: one-third unit. Offered in alternate years.
420. *Independent Study.* Developed under the guidance of the chair of the department. Arrangements must be made with the chair before a student may enroll.
421. *Organization and Administration.* A study of the administration of physical education in elementary, junior high, and senior high schools, including the organization of physical education, athletic, and intramural programs. Program objectives, scheduling, budgeting, equipment, and related areas are covered. Prerequisite: Physical Education 311 or 320.
423. *Physiology of Exercise.* A study of functional responses of the human body during movement with special attention to the elementary physiological principles underlying exercise and training. Includes laboratory. Prerequisite: Biology 204.
425. *Tests and Measurements in Physical Education.* A study of tests and measurements used in physical education. Emphasizes the administration of tests and grading procedures.
430. *Adaptive Physical Education.* A study of the role of exercise in rehabilitating common disabilities. Topics include medical liaison and fundamental concepts of the adjustment and development of the handicapped. Prerequisite: Physical Education 315.

PHYSICS

Charles E. Skov, Professor, Chair
Peter K. Kloepfel, Associate Professor

Knowledge of natural law liberates. One studies physics to gain that knowledge.

Courses in physics provide competence in the discipline, give an understanding of the relationship between theory and experiment, and encourage the development of problem-solving skills and independent learning.

The department provides the foundation for learning a physical science and for entering preprofessional programs. A concentrated study of physics may prepare the student for positions in industry, for secondary-school teaching, or for graduate school. The physics major can be combined with work in other departments to provide another area of competence for a secondary-school teacher or to prepare for graduate study in other disciplines.

Students interested in professional engineering may choose the five-year cooperative program. Students in the program can major in physics and, with careful planning, complete the graduation requirements of Monmouth College in three years. They then attend a cooperating university for two years of engineering study. Upon completing the program, the student receives the Bachelor of Arts degree from Monmouth College and the appropriate engineering degree from the engineering school.

■ **Departmental Major.** A departmental major in physics consists of eight term courses, including at least two courses at or above the 300 level. In addition, the student must complete the prerequisite courses in mathematics. Majors are expected to participate in Physics 350, Natural Science Seminar, during their junior and senior years. Students planning to pursue graduate study should take at least eight courses beyond the introductory sequence (Physics 110, 111, and 112), including Physics 208, 210, 212, 302, and 303. Programs may be planned with considerable flexibility to meet the individual student's needs. All programs must be approved by the department.

103. *Astronomy*. A study of astronomical observation and instrumentation-telescopy, spectroscopy, and radio astronomy. Topics include the solar system, the sun, and other stars. Includes lecture and laboratory.

110. *Introductory Physics* (for science majors). A study of the fundamentals of mechanics, heat, and sound. Corequisite: Mathematics 151.

111. *Introductory Physics* (for science majors). A continuation of Physics 110 including the fundamentals of electricity and magnetism. Prerequisite: Physics 110. Corequisite: Mathematics 152.

112. *Introductory Physics* (for science majors). A continuation of Physics 111 including the fundamentals of optics and atomic and nuclear physics. Prerequisites: Physics 111 and Mathematics 152.

121. *Introduction to Physics* (for nonscience majors). Includes topics from classical and modern physics chosen to demonstrate the laws of nature and to illustrate how those laws are ascertained. Discussions require a minimum of formal mathematics. Offered in alternate years.

122. *Introduction to Physics* (for nonscience majors). A continuation of Physics 121. Prerequisite: Physics 121. Offered in alternate years.

208. *Intermediate Mechanics*. Topics include dynamics, motion of a particle in three dimensions, systems of particles, rotational dynamics, gravitation, and noninertial reference frames. Prerequisites: Physics 112 and Mathematics 153.

210. *Electrical Measurements*. A study of the use of instruments for the precise measurement of electrical quantities. Includes error analysis and circuit analysis. Prerequisite: Physics 112.

211. *Electronics*. A laboratory-oriented course in electronics for science majors. Prerequisite: Physics 111 or 122 or consent of the instructor. Offered in alternate years.

212. *Optics*. A study of geometrical and physical optics. Topics include optical instruments, interference, diffraction, dispersion, and polarization. Prerequisites: Physics 112 and Mathematics 254 or consent of the instructor. Offered in alternate years.

302. *Quantum Mechanics and Atomic Physics*. A study of atomic and molecular structure, integrated with an introduction to quantum mechanics. Topics include evidence for the atomic structure of matter, analysis of absorption and emission spectra, properties of the non-relativistic Schroedinger equation, and its single-particle solutions for various force laws. Prerequisites: Physics 208 and Mathematics 254.

303. *Electricity and Magnetism*. An intermediate course in the principles of electricity and magnetism. Prerequisites: Physics 112 and Mathematics 254.

312. *Quantum Mechanics II*. Further development of the mathematical methods of quantum mechanics. Three-dimensional, many-body problems are considered in greater detail. Topics include matrix formulation, perturbations, and introductory relativistic quantum mechanics. Prerequisite: Physics 302.

325. *Solid-State Physics*. An introduction to solid-state physics, including crystal structure and the thermal, dielectric, and magnetic properties of solids. Topics include band theory and semiconductors. Prerequisite: Physics 302. Offered in alternate years.

326. *Nuclear Physics*. An introduction to nuclear physics, the nuclear atom, experimental techniques, the static and dynamic properties of nuclei, nuclear stability, and nuclear spectra. Prerequisite: Physics 302. Offered in alternate years.

350. *Natural Science Seminar*. An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present reports. Speakers from outside the College are invited to speak each term. Required of juniors and seniors majoring in biology, chemistry, geology, and physics. Other students are invited to participate. Credit: one-sixth unit per term to a total of one unit.

356. *Statistical Physics*. An introduction to statistical mechanics and thermodynamics. Prerequisites: Physics 112 and Mathematics 254. Offered in alternate years.

401. *Seminar*. Special topics in physics. Prerequisites: Physics 210, 212, 303, and either 325 or 326.

410. *Independent Study*. An individual project in theoretical or experimental physics chosen by the student in consultation with the physics faculty. Prerequisites: Physics 210, 212, 303, and either 325 or 326.

PSYCHOLOGY

Charles J. Meliska, Associate Professor, Chair
William M. Hastings, Associate Professor
A. Dean Wright, Associate Professor

The study of psychology at Monmouth College introduces students to various ways of understanding, within a liberal arts context, human and animal behavior. In addition to providing facts, knowledge, and information, the curriculum aims to develop the capacity to think clearly, analyze problems, and communicate effectively—skills important in a wide variety of situations. The department fosters student achievement through small classes and an emphasis on individual and independent study, particularly during the junior and senior years.

The curriculum also encourages nonmajors to learn the elements of the discipline through a variety of introductory courses, seminars, and some advanced courses which are open to them with few prerequisites. The departmental major emphasizes research and methodological approaches to the study of behavior and the application of psychological principles to social problems. The course of study prepares students well for graduate study or for entering business, teaching, and the social-service professions.

■ Departmental Major. A major in psychology consists of one term course at the 100 level; eight term courses at or above the 200 level; Mathematics 106 (or a passing score on a proficiency examination administered by the Psychology Department); Psychology 201, 202, and 410; two courses chosen from Psychology 315, 317, 324, 326, and 333; and completion on the Undergraduate Record Examination during the third term of the junior year. A grade of C or higher is required in Psychology 201 and 202 before students may enroll in Psychology 315, 324, 326, 333, or 410.

■ Preparation for Graduate Study. Students planning to pursue graduate study will find Psychology 315, 317, 324, 326, 333, and 405 to be of particular value. Two, and possibly three, terms of Senior Research (Psychology 410, 411, and 412) are recommended for students planning to enter graduate programs. Proficiency in computer programming is also highly recommended.

■ Preparation for Social-Services Employment. Students majoring in psychology are encouraged to develop vocational skills by conducting independent studies (Psychology 351 and 352) in social-service agencies. These independent studies enable students to apply the knowledge they gain from course work to particular social-service problems. Depending upon student interests and agency needs, independent studies may be conducted at a mental-health center, a vocational rehabilitation workshop, a school for handicapped children, a residential care center for retarded adults, a community center for the aged, and other local social-service agencies.

INTRODUCTORY COURSES

111. *Psychobiology and Conditioning.* A study of the biological roots of behavior. Topics include the principal functions of the brain and spinal cord; the physiology of sensation, motivation, emotion, learning, and memory; and the principles of Pavlovian and instrumental conditioning and their relevance to animal and human adaptation.

121. *Human Intelligence, Thought, and Memory.* An introduction to the principles of human learning, perception, and memory. Emphasizes behavior-modification models of learning and information-processing models of perception and cognition.

131. *Personality and Social Behavior*. A study of humans as complex social beings, of the development of individual differences, and of the effects of society in shaping persons. Topics include attitudes and attitude change, the formation of the self-concept, emotional experience, prejudice, group dynamics, and social norms and values.

ADVANCED COURSES

One introductory course chosen from Psychology 111, 121, or 131 is a prerequisite for all advanced courses in the department. Any additional prerequisites are indicated in the course description.

201. *Research Methods in the Behavioral Sciences I*. An introduction to the scientific method as it is applied in the social and behavioral sciences. Topics include descriptive and inferential statistics, the drawing of logical conclusions from behavioral data, and the design of experiments. Includes laboratory. Prerequisite: Mathematics 106 or a passing score on an examination administered by the Psychology Department.

202. *Research Methods in the Behavioral Sciences II*. A continuation of Psychology 201 emphasizing the design and analysis of multifactor experiments. Includes training in the use of laboratory equipment and experience in the design, conduct, analysis, and reporting of psychological research. Includes laboratory. Prerequisite: Psychology 201 (Mathematics 125 is recommended).

231. *Developmental Psychology*. An examination of human development from conception through adulthood, including an analysis of pertinent theories and research related to such processes as learning and perception.

235. *Introduction to Counseling*. A survey of major theories and practices in counseling and psychotherapy. Topics include cognitive, affective, and behavioral models; directive and nondirective approaches; tests and other assessment devices; the ethics of intervention; and the evaluation of research in counseling and psychotherapy.

250. *Special Topics*. A study of a subject of special interest. Topics such as humanistic psychology, industrial psychology, and the application of psychology to community issues are among those offered.

305. *Persuasive Communication and Propaganda*. See Speech Communication Arts 305.

315. *Animal Learning and Motivation*. A study of the acquisition, maintenance, modification, and extinction of learned behavior, including the roles of needs, incentives, and drive satisfaction in conditioning. Includes laboratory. Prerequisite: Psychology 202. Offered in alternate years.

317. *Physiological Psychology*. A continuation of Psychology 111. Topics include behavior genetics and evolution; the biochemistry of neural conduction and synaptic transmission; the physiology of sensation and movement; neural mechanisms in homeostasis and during sleep, dreaming, and sexual and reproductive behaviors; the biochemistry of learning and memory; and mechanisms of action of psychoactive drugs. Includes laboratory. Prerequisite: Psychology 111 or consent of the instructor. Offered in alternate years.

324. *Human Learning and Memory*. Emphasizes contemporary theories and research on verbal learning, short- and long-term memory, concept formation, problem solving, and the learning of motor skills. Includes laboratory. Prerequisite: Psychology 202. Offered in alternate years.

326. *Perception*. A study of the data, theories, and techniques of perceptual research, including sensory capabilities, psychophysical methods, illusions, constancies, and perceptual learning. Includes laboratory. Prerequisite: Psychology 202. Offered in alternate years.

333. *Experimental Social Psychology.* The experimental study of human social behavior. Emphasizes current theories and research in such areas as group behavior, attitudes, interpersonal attraction, conflict resolution, conformity, and persuasion. Includes laboratory. Prerequisite: Psychology 202. Offered in alternate years.

335. *Abnormal Psychology.* A study of the origins, symptoms, and classifications of behavior disorders including psychoneuroses, psychoses, psychosomatic disorders, mental deficiencies, and character deviations. Includes comparisons among the various biological and psychological approaches to therapy. Prerequisite: two psychology courses or consent of the instructor.

340. *Personality.* A study of the contributions of current psychological research to the understanding of individual differences. Prerequisite: two psychology courses or consent of the instructor.

350. *Special Topics in Psychology.* A seminar on selected topics in psychology permitting in-depth analysis of an important psychological problem or phenomenon. May be repeated for credit. Prerequisite: Psychology 202 or consent of the instructor.

351, 352. *Independent Study.* Directed individual study in an advanced area of psychology. The student selects a topic in consultation with a member of the faculty. May be repeated for credit. Prerequisite: consent of the instructor.

405. *Theoretical Problems in Psychology.* A study of the historical and philosophical roots of modern psychology and of common theories and schools of thought about the goals and methods of psychology. Open only to juniors and seniors majoring in psychology. Offered in alternate years.

410, 411, 412. *Senior Research.* The development and completion of a research project, typically in the form of an experiment. The project is chosen by the student in consultation with a member of the faculty and includes a formal oral presentation at its conclusion. Prerequisites: Psychology 202 and consent of the faculty.

RELIGIOUS STUDIES

Charles J. Speel II, Professor, Chair

William O. Amy, Professor

Nelson H. Hart, Associate Professor

J. Stafford Weeks, Professor

Religion has been a significant element in every culture. It has been a creative, formative, and often dominant force in the structure and organization of society at all levels from the family to the nation. Religion touches upon every field that is commonly studied in the liberal arts curriculum. Indeed, an intelligent understanding of any people or culture requires some knowledge of the religion, past and present, of that people or culture.

Religion is concerned with motivations, purposes, and goals; with relationships, responsibilities, and behavior. Religion is concerned with human thought and action; with the past, the present, and the future. Religion is concerned for the self and for others.

The Department of Religious Studies at Monmouth College has welcomed on various occasions scholars from different Christian denominations and from Judaism, Islam, Buddhism, Hinduism, Sikhism, Zoroastrianism, Shintoism, and other religions to teach in the classes of the department. Vigorous but courteous inquiry into these religions and the unfettered presentation of concepts and historical data are always encouraged. At the same time students are encouraged to develop for themselves a strong, intelligent, and sustaining religious faith.

Courses in the Department of Religious Studies have three main objectives. First, they seek to develop in students a knowledge of the contents of the Bible, the uses made of it in the past and present, the areas of study closely allied to it, and the relationship of that knowledge to other fields of study. Courses seek, secondly, to help students discover the role of religion in contemporary life, both personal and social, and to assist them in their quest for moral and religious understanding.

Finally, they seek to develop in students a knowledge and understanding of the historical and doctrinal roles of Christianity and other religions.

The department endeavors, too, to serve students of varying interests: those who are seriously interested in religion, whether their interest is oriented toward faith or toward scholarly inquiry (frequently it is a combination of both); those who know little about religion but are curious about some aspect of religion; and those who have more than a passing interest in religion and want to take course work in religious studies.

■ **Departmental Major.** A major in religious studies consists of eight term courses selected with the advice of the department's faculty. Religious Studies 101, 102, and either 401 or 412 are required for the major.

- 101. *Introduction to the Bible.* An introductory study of the Old Testament, New Testament, and Apocrypha.
- 102. *Introduction to Christian Thought.* A study of the major teachings of the Christian faith with special emphasis on contemporary Christian thought.
- 103. *Jesus.* A study of the life, character, and teachings of Jesus as recorded in the New Testament with some attention to estimates of his place and significance in history.
- 201. *Old Testament Studies.* A study of the Old Testament, including literature and religious thought.
- 202. *New Testament Studies.* A study of the New Testament, including literature and religious thought.
- 204. *Ethics of Business, Government, and the Professions.* A study of ethical concepts and practices during the course of Christian history and of contemporary social and ethical issues as they relate to various businesses, government agencies, and the professions. Persons engaged in these fields address the class.

205. *Catholic Doctrine.* A study of the teachings and practices of the Roman Catholic Church, currently and historically. The course is taught by a Roman Catholic clergyman and a member of the department.

206. *Christian Social Ethics.* A study of contemporary social and ethical concerns including medical ethics, death, and human sexuality with particular attention to Christian responses to these concerns. Guest speakers with special knowledge and understanding of these concerns address the class.

210. *Judaism and Islam.* A study of Jewish life, teachings, practices, writings, and experiences from 70 C.E. (common era) to the present; the origins, history, teachings, practices, writings, and experiences of the Muslims from the time of Muhammad to the present; and Jewish-Muslim relations, past and present.

213. *Philosophy of Religion.* See Philosophy 213.

250. *Special Topics.*

301. *Archaeology of the Biblical World.* A study of archaeological and historical investigations of the cultures of Egypt, Mesopotamia, Syria, Palestine, Asia Minor, Greece, and Italy as they existed before A.D. 200 with reference to the biblical record and some attention to the deciphering and writing of Egyptian hieroglyphs.

311. *Church History: Early and Medieval.* A study of the teachings, events, and leaders in Christian history that were of major importance in developing the philosophy, economics, laws, education, community life, fine arts, and government of the Western world from the days of the Roman empire to the fourteenth century. Topics include theological developments, heresies, church divisions, church-state relations, church organization, monasticism, scholasticism, missions, and religious art. (Same as History 311.)

312. *Church History: Reformation and Modern.* A study of the papacy; church-state relations; reform efforts of the fourteenth and fifteenth centuries; the Protestant Reformation; the Counter-Reformation; the expansion of Christianity into North America, South America, Africa, and Asia; Christian art and architecture; the ecumenical movement; and Christian influences upon science, geographic discoveries, education, the rise of capitalism, the development of democracies, the shaping of the American mind, and the emergence of modern social thought and practices. (Same as History 312.)

321. *The Religions of the Middle East and India.* A study of the religions of the ancient Egyptians, Greeks, and Romans and the religions of the Hindus, Jains, Parsis, and Sikhs.

322. *The Religions of Southeast Asia, China, and Japan.* A study of the origins, histories, practices, thought, and development of Buddhism, Taoism, Confucianism, and Shintoism.

SEMINARS AND INDIVIDUAL STUDY

333. *Christian Education.* A study of major writings in the field with a supervised fieldwork program in the Christian education department of a local church. Prerequisite: consent of the department.

401. *Seminar.* Topics vary as the course is offered. Prerequisites: sophomore standing and consent of the department.

412. *Reading and Thesis.* An examination of a subject of interest to the student pursued under the supervision of a faculty member. Open only to students who include religious studies in their field or fields of concentration.

The following courses at Knox College are available to Monmouth College students:

Religion 301. Judaism, Catholicism, and Protestantism.

Religion 303. Contemporary Theological Thinking.

Religion 310. Buddhism.

SOCIOLOGY

Steven L. Buban, Assistant Professor, Chair
Carolyn Tyirin Kirk, Associate Professor

Sociology plays an important role in liberal education by freeing the mind from the narrow limits of time, place, and circumstance. Its study lends perspective to the social order in and by which human beings must survive. A fundamental task of sociology is to afford its students an appreciation of the recurrences and regularities of human social affairs and to suggest alternative paths for the direction of those affairs.

The Sociology Department's curriculum is designed to prepare students for graduate study or for positions in a variety of areas, including business and industry, community planning, government, personnel work, research, social services, and teaching. In addition, many persons study sociology for its general contribution to intellectual understanding and emotional growth without regard to specific vocational goals.

■ **Departmental Major.** A major in sociology consists of ten courses in the department, including 101 or 102, 202, 203, 411, 420, and at least four courses at the 300 level. For those students interested in pursuing a career in which field experience at the undergraduate level is recommended, Sociology 416 (Seminar in Urban Sociology) or 420 (Independent Research) can be designed to include an internship with an appropriate agency. Mathematics 106 (Elementary Statistics) is strongly recommended, particularly for those students planning to enter graduate school in either sociology or social work.

101. *Introduction to Sociology*. A review of basic concepts, theories, and principles used in analyzing human behavior in social contexts.
102. *Social Problems*. An introductory survey of selected contemporary social problems using some of the major concepts of sociology.
202. *Theory and Methods I*. An introduction to specific theoretical perspectives, methodological approaches, research techniques, and data analysis. Prerequisite: Sociology 101 or 102.
203. *Theory and Methods II*. A continuation of Sociology 202. Prerequisite: Sociology 202.
227. *Sociology of Medicine*. An analysis of social processes and structures as they bear on the development and definition of disease, the seeking of care, the training and behavior of practitioners, and the overall health-care delivery system.
250. *Special Studies in Sociology*. An examination of selected problems and issues from a sociological perspective. May be repeated for credit.
341. *Urban Sociology*. An introduction to the city focusing on distinctive aspects of urban life and the relationship of the city to its physical environment, other cities, and the larger society.
343. *Population*. An introduction to population studies and demographic analysis. Topics include the social determinants and consequences of fertility, mortality, and migration and the social ramifications of various population policies.
345. *Class, Status, and Power*. An evaluation of general theories of stratification and an analysis of stratification, class consciousness, and social mobility in industrial societies.
347. *Minorities*. Examinations of selected minorities focusing on various aspects of their relationship to the dominant order.
349. *Deviance and Social Control*. A study of deviance as socially created and defined, societal reactions to deviant behavior, and the dual processes of stigmatizing and normalizing deviance.
351. *Criminology*. An analysis of the social bases of law, the application of law, types of crime, theories of crime, and societal responses to crime.
353. *Social Interaction*. An analysis of elementary social relationships emphasizing their development, maintenance, and transformation. Includes observation of interaction in laboratory and nonlaboratory settings.
355. *Collective Behavior*. An analysis of relatively non-institutionalized forms of group behavior with primary emphasis on social protest.
411. *Seminar in Theory*. An advanced study of the development of sociological theory, including the history of social thought, contemporary sociological theory, and constructing models of social theory.
413. *Seminar in Problems and Issues*. An advanced study of a single social problem or issue. May be repeated for credit.
416. *Seminar in Urban Sociology*. An intensive, off-campus, live-in experience within the urban community of Chicago. Offered as part of the Urban Studies program of the Associated Colleges of the Midwest.
419. *Independent Reading*. Individual study in an advanced area of sociology directed by a member of the faculty. May be repeated for credit.
- 420, 421. *Independent Research*. An individual research project involving a review of the literature, research design, data collection and analysis, and written and oral presentations of the findings. The project is chosen in consultation with the faculty.

SPEECH COMMUNICATION ARTS

James L. De Young, Associate Professor, Chair
 Martin D. Feeney, Assistant Professor
 William J. Wallace, Instructor

Communication undergirds all education. Indeed, the ability to transfer accumulated knowledge from one member of the species to another is one of the distinguishing characteristics of humankind. It is the department's particular responsibility to provide instruction in those forms of communication that occur primarily by way of the spoken language and its accompanying nonverbal symbols. It is a readily accessible discipline and can be sampled at most levels without extensive prerequisites.

Course work is offered in three basic areas: interpersonal and public communication, mass communication, and theater arts. A major may balance courses among the three tracks or choose to emphasize one more than the others.

An interpersonal and public-communication emphasis is recommended for students preparing for careers in business, public relations, personnel management, social or government service, law, politics, religion, counseling, or graduate work in communications.

A mass-communication emphasis is particularly appropriate for those interested in educational or commercial media (radio, television, advertising, and journalism) or in graduate study in broadcasting or related fields.

The theater-arts track focuses upon developing the skills of the craft and a general appreciation of the art of drama. A careful selection of courses combined with extensive participation in the activities of Crimson Masque, the College drama organization, can lead to graduate or professional training.

Students working toward secondary teacher certification must take a balanced program from all three areas offered by the department.

Through its communications workshops, students receive credit for a wide range of activities, including individual events, specialized research, readers' theater, drama, and radio broadcasting.

Since the field of speech communication has such broad application to other disciplines and endeavors, the department takes particular interest in helping students develop synoptic and double-major programs in such related fields as business administration, psychology, religious studies, English, government, education, and art.

■ Departmental Major. A major in speech communication arts consists of eight courses, only two of which may be at the 100 level, and includes Speech Communication Arts 206, a minimum of one term course from each of the three departmental tracks (interpersonal and public communication, mass communication, and theater arts), a seminar or independent study course, and at least three courses in a related field chosen in consultation with the student's adviser.

100. *Speech Communication Arts Workshops.* Staff-supervised participation in individual events (100-1), theater arts (100-2), or mass communication (100-3). Open to all students. Credit: one-sixth unit per term to a total of one unit.

101. *Introduction to Speech Communication.* A practice-oriented introduction to the forms of speech, including interpersonal, small-group, and public communication. Offered each term.

106. *Oral Interpretation of Literature.* The art of sharing literature orally is studied from the viewpoint of its singular creative needs. Includes solo and group performances of prose, poetry, and drama stressing literary analysis, the mental and emotional assimilation of ideas, and the projection of meaningful content by verbal and nonverbal means. Offered first term.

110. Introduction to Theater and Cinema Appreciation. A course designed to give the beginning student a critical platform on which to base his or her own evaluation of plays and films. Selected reading of playscripts, film scenarios, and general criticism is supplemented by planned viewing experiences in both art forms. Offered first and third terms.

121. Mass Media and Modern Society. An inquiry into the mass media of our time (print, film, radio, television, etc.) including study of the forces which created them and the effects they are having in society. Special attention is given to theories of mass communication and the medium of television. Offered first term.

200. Advanced Speech Communication Workshops. A continuation of Speech Communication Arts 100 with advanced work and/or a position of responsibility in individual events (200-1), theater arts (200-2), or mass communication (200-3). Primarily for upper-class majors. Prerequisite: three 100-level credits. Credit: one-third unit per term to a total of two units.

201. Discussion and Small-Group Dynamics. A study of task-oriented, small-group communication emphasizing effective organization, participation, and leadership. Methods of correcting specific problems that may hinder small groups are explored. Includes opportunities to participate in and analyze small-group interaction. Offered third term, alternate years.

202. Nonverbal Communication. An introduction to nonverbal communication in everyday interaction, social groups, business and commerce, and culture as a whole. Emphasizes reading, observation, analysis, and presentation of research through individual and group projects. Offered third term, alternate years.

203. Advanced Public Speaking. A performance-oriented course focusing upon the preparation and presentation of public messages. Includes classical and contemporary rhetorical theory, models of successful speakers, various forms of presentation (informative, persuasive, and entertaining), and directions for practice. Prerequisite: Speech Communication Arts 101 or high school credit in speech or consent of the instructor. Offered first term.

206. The Vocal Instrument. A study of sound transfer and vocal production from physiological and psychological points of view. Individual projects are arranged to assist students with voice development. Offered second term.

207. Language, Learning, and Pathology. A study of the process of normal speech and language development along with a survey of the causes, types, and treatment of common disorders. The course is of primary interest to students majoring in elementary education and learning disabilities. Offered third term.

212. Beginning Acting. An introduction to the art and history of stage acting combined with practical exercises and performances of short scenes. Offered third term, alternate years.

214. Technical Production I: Scenery and Costume Design. A study of the basic elements of scenery and costume design for theater, film, or television. Includes laboratory. Offered first term, alternate years.

216. Technical Production II: Scenecraft and Lighting. A study of scenic construction, lighting design, and special effects for theater, film, or television. Includes laboratory. Offered first term, alternate years.

225. Radio Broadcasting. A survey of the historical development of and operational and management trends within broadcasting combined with practical training in announcing techniques, copywriting, editing, and program planning. Prerequisite: Speech Communication Arts 121 or consent of the instructor. Offered third term, alternate years.

250. Special Topics.

301. Business and Organizational Communication. An analysis of organizational communication theories and methods and a study of organizational climate, motivation, and leadership and special patterns of miscommunication within organizations. Includes practice in forms of communication used in business. Offered second term.

305. *Persuasive Communication and Propaganda*. A study of the classic concepts of persuasion and argumentation as a background to modern theories of how people effect changes in others' beliefs, attitudes, and behavior. Includes opportunities to prepare and present persuasive efforts. Offered first term. (Same as Psychology 305.)

310. *The Development of the Drama*. A survey of Western theater from ancient Greece to the nineteenth century. Emphasizes the evolution of dramatic literature, acting, production elements, theater architecture, and audience composition. No prerequisites. Offered third term, alternate years.

315. *Principles of Directing*. A study of the practical and theoretical elements of directing for the serious student of performance. Readings in theory are combined with exercises in analysis, pictorial composition, movement, and production organization. Prerequisites: junior standing and two courses chosen from Speech Communication Arts 110, 121, 212, 214, and 216 or performance experience. Offered second term, alternate years.

321. *Television Production*. An introduction to the fundamentals of television, including the handling of cameras and switching equipment, scriptwriting, graphics, and production techniques. Laboratory exercises focus on preparing actual programs. Prerequisite: two courses chosen from Speech Communication Arts 121, 214, 216, 225, and 315. Offered third term, alternate years.

401. *Independent Study*. A faculty-directed program of individual study consisting of reading, research, or creative performance.

403. *Seminar in Speech Communication*. A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Offered second term.

420. *Methods of Teaching Speech Communication Arts*. A detailed study of the special problems that face the secondary-school teacher of speech communication. Includes special attention to the development and criticism of oral assignments and the operation and organization of cocurricular activities in speech. Corequisite or prerequisite: Education 340. Offered as needed.

OFF-CAMPUS PROGRAMS

Monmouth College offers students an exceptional variety of opportunities to enhance their educational experience in off-campus study, both in this country and overseas. Most of these are offered under the auspices of the Associated Colleges of the Midwest (ACM) or the Great Lakes Colleges Association (GLCA). While some programs require proficiency in a foreign language, most do not. Detailed information on making application for a program is available from the Registrar.

■ **Arts of London and Florence.** The Arts of London and Florence program (winter-spring only) provides a broad introduction to the arts for the nonspecialist, drawing upon the cultural resources of the two cities to explore the historical and contemporary richness of Western civilization. Students spend eight weeks in each city, with a one-week break between the two segments of the program for individual travel. Course work in art and architecture, drama, and history or literature is supplemented by frequent visits to museums, galleries, and the theater, short field trips to other areas of England and Italy, and discussions with local scholars.

Length of program: February-May.

Enrollment: 50 students (25 in London, 25 in Florence).

Eligibility: Sophomores, juniors, and seniors.

Credit: 4.8 units.

Application deadlines: March 15 (Late applications: October 15, space-available basis only).

■ **Chinese Studies.** The Chinese Studies program provides an unusual opportunity for students interested in Chinese language and culture to combine academic study with firsthand experience. The program offers two semesters of study at the Chinese University of Hong Kong. In addition to Mandarin or Cantonese language instruction, students may choose courses ranging from contemporary Chinese political thought to traditional painting and calligraphy. While in China, students live in dormitories with Chinese roommates. (An ACM/GLCA program in cooperation with the Yale-China Association.)

Length of program: September-April.

Eligibility: Juniors and seniors.

Credit: Nine units.

Application deadline: March 15.

■ **Florence.** The Florence program (fall only) offers students of art, history, Romance languages, and the humanities an opportunity for intensive study among the legacies of the Renaissance. Students' understanding and appreciation of the richness of Florence's artistic and cultural heritage is facilitated by instruction in Italian and courses providing historical context and a broad perspective on Italian contributions to world civilization. Course work is supplemented by frequent visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars. This academic immersion in Italian Renaissance culture is enriched by the students' personal immersion in the life of modern Italy, since each student will spend some of the time in Florence living with an Italian family.

Length of program: September-December.

Enrollment: 20-25 students.

Eligibility: Juniors and seniors majoring in art, history, modern languages, or humanities.
Italian language highly recommended.

Credit: 4.5 units.

Application deadlines: October 15 (Final deadline: March 15, space-available basis only).

■ **Geology in the Rocky Mountains.** The Front Range, High Great Plains, and adjacent mountain ranges serve as classroom and laboratory for the study of the geologic history of the Rocky Mountains in this introductory field course. For entering freshmen as well as currently enrolled students, Geology in the Rocky Mountains is designed to integrate course work and extensive field experience so that students learn through direct exposure to the geologic environment. Frequent field trips from the program's Colorado Springs base provide the opportunity to examine a wide range of rock types, minerals, fossils, geologic structures, and landforms. This on-site exposure is reinforced by written reports, lectures, discussions, and laboratory sessions.

Length of program: June-August.

Enrollment: 20-25 students.

Eligibility: All students, including entering freshmen; no background in geology is required.

Credit: Two units.

Application deadlines: April 15 for currently enrolled students; May 20 for entering freshmen.

■ **India Studies.** The Indian subcontinent, home to almost one-sixth of the world's population, provides a rich and complex background for the study of non-Western civilization. After intensive orientation and language study at one of the ACM colleges, India Studies participants spend six months in Poona living with Indian families. At once traditional and highly industrialized, Poona is an excellent place to observe the interaction of tradition and modernity that characterizes India today. Students enroll in the University of Poona, where they continue language study, choose four other courses, and complete the independent study projects begun during orientation. In addition to the formal academic program, a variety of extracurricular activities is available—music and dance recitals, religious festivals, and field trips to nearby cultural sites such as the Ajanta and Ellora caves.

Length of program: April-December.

Enrollment: 15-20 students.

Eligibility: Second-semester freshmen, sophomores, and first-semester juniors may apply.

Credit: Nine units (orientation, three units; overseas segment, six units).

Application deadlines: April 15 (Final deadline: November 15, space-available basis only).

■ **Japan Study.** After a summer orientation that includes intensive language study in a remote mountain village, a seminar on contemporary Japanese life and culture, and home stays with rural families, students spend six months at Waseda University's International Division in Tokyo. In addition to required language study and electives chosen from a wide range of Asian studies courses taught in English, students participate in a weekly seminar on Japan and pursue extended independent study projects in the humanities, natural sciences, or social sciences. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in Japanese life. (A GLCA/ACM program.)

Length of program: July-February.

Eligibility: Sophomores, juniors, and seniors. No Japanese language study is required for acceptance, but the equivalent of two semester hours must be completed before departure.

Credit: Nine units.

Application deadline: February 2.

■ **Newberry Library Program in the Humanities.** One of America's great research libraries provides the setting and materials for this program of individual and cooperative research in the humanities. Students attend seminars, meet with resident scholars, and conduct their own examinations of selected topics or historical periods using the Newberry Library's outstanding collections. In addition to the semester-length fall seminar, students may enroll in one-month seminars on selected topics during the winter and spring. From January through August, students may also pursue independent study under the direction of faculty from their own colleges for any period suitable to their needs. Students may also participate in research-library tutorials designed to provide practical experience and academic training in such areas as modern manuscripts and rare books, local and family history, and Renaissance studies. (An ACM/GLCA program.)

Length of programs: Fall seminar, September-December; short-term seminars, January-May; independent study and tutorials, variable periods.

Enrollment: 20-25 students for fall seminar; 8-15 students for short-term seminars.

Eligibility: Juniors, seniors, and exceptionally qualified sophomores.

Credit: 4.5 units for fall seminar; one unit for short-term seminars; variable credit for independent study and tutorials.

Application deadlines: April 1 for fall seminar; December 1 for winter and spring seminars and tutorials.

■ **Oak Ridge Science Semester.** Designed to allow undergraduates to study and conduct research at the frontiers of current knowledge, the Oak Ridge Science Semester places qualified students as junior members of research teams engaged in long-range, intensive investigations at Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. Participants devote most of their time to research in the biological, engineering, mathematical, physical, or social sciences. In addition, each student chooses one course from a variety of advanced academic courses and participates in an interdisciplinary seminar designed to expose students to new ideas in their major fields and related disciplines. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. (A GLCA/ACM program.)

Length of program: September-December.

Enrollment: 35-45 students.

Eligibility: Upper-class majors in biology, chemistry, physics, geology, mathematics, and the social sciences.

Credit: 4.5 units.

Application deadline: February 15.

■ **Studies in Latin American Culture and Society.** Studies in Latin American Culture and Society (fall only) is an interdisciplinary program designed for students who wish to gain a comprehensive understanding of life in Latin America and to develop their facility in the Spanish language. This program, focusing on the humanities and social sciences, is planned to take full advantage of its Costa Rican setting. Course work in language, literature, geography, anthropology, development strategies, and cultural change provides insights which are reinforced by group field trips and a two-week period of individual fieldwork in the country's provinces. Language study is stressed as the key to in-depth understanding of the culture. In San Jose and its environs, students live with families both to improve their language ability and to permit continuous, personal involvement in the life of a Latin American community.

Length of program: September-December.

Enrollment: 25-35 students.

Eligibility: Sophomores, juniors, and seniors with at least one year of college-level Spanish.

Credit: 4.5 units.

Application deadlines: November 15 for early applications; March 30 final deadline.

■ **Tropical Field Research.** The Tropical Field Research program (winter-spring only) is designed for advanced work in the natural and social sciences. Costa Rica embraces ten ecological zones, all within a day's travel of the capital, ranging from tropical rain forests and savannas to temperate highlands and near tundra. This diversity of natural settings supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. The historical and contemporary uses of this terrain by human beings offer an equally broad range of study topics for students of anthropology, archaeology, economics, geography, history, political science, and sociology. Students prepare for their research work during a month-long orientation which includes intensive language training and a review of fieldwork methodology. Their field study may be integrated with an ongoing multidisciplinary project or may be undertaken independently under the supervision of a faculty adviser.

Length of program: February-June.

Enrollment: 25-35 students.

Eligibility: Sophomores, juniors, and seniors with previous course work in the proposed research discipline and at least one year of college-level Spanish.

Credit: 4.5 units.

Application deadlines: March 30 for early applications; November 15 final deadline.

■ **Urban Education.** The Urban Education program introduces student teachers and those interested in bilingual education or such service-oriented professions as counseling, social work, and art or music therapy to the unique aspects of urban schools and urban children. Chicago's many instructional options provide work placements in a variety of settings: traditional or innovative, Montessori or Gestalt, bilingual or special education. The program provides a background of support for student teachers through a series of resource workshops, seminars, and discussion groups and emphasizes the exploring of each individual's strengths and weaknesses as a teacher. A special option within the program offers preclinical and clinical experiences in a bilingual setting (Spanish, Russian, or French). Such courses as Teaching English as a Second Language, Bilingual Methodology, and Issues of Bilingual Education supplement fieldwork. The bilingual section of the program offers a special summer session. Additional information about this program is available from the Department of Education.

Length of program: Fall, winter, or spring term; interim or block-length option.

Eligibility: Any currently enrolled student; those seeking certification will have fulfilled the College's prerequisites for student teaching; previous experience working with young people is desirable.

Credit: 3.5 units.

Application deadlines: April 15 for fall; November 1 for winter and spring.

■ **Urban Studies.** The social, cultural, and economic forces which shape American cities—urban renewal, a political machine, youth movements, pollution, the daily press, the poor, high culture and mass culture, the corporate elite—are all present in Chicago. In the Urban Studies program, students begin to understand the magnitude and complexity of an urban center by studying, working, and living in Chicago. Seminars on urban issues, a core course involving all program participants, and independent study projects are enhanced by supervised internships through which students may gain a valuable understanding of work and contribute to the life of the city and its people.

Length of program: September-December or February-May.

Enrollment: 85 students (fall), 60 students (spring).

Eligibility: Sophomores, juniors, and seniors.

Credit: 4.5 units.

Application deadlines: April 15 for fall; November 1 for spring.

■ **Washington House.** The Washington House program, initiated in 1967, permits 10-14 juniors and seniors to spend the spring term in Washington, D.C. Each student takes three courses: Government in Action, American Studies, and an independent study directed by a Monmouth College faculty member. The program takes advantage of its Washington setting for field trips, directed observation, and library research. Qualified science students may have an opportunity to do research at the Smithsonian Institution. Each year some students serve as interns in congressional offices in lieu of the independent study requirement. Students earn up to three units of credit.

■ Washington Semester. Students who have demonstrated exceptional academic ability are selected as candidates for this program at American University in Washington, D.C. The Washington Semester program is designed to bring superior students into contact with source materials and government institutions in the nation's capital. In addition to regular study and a research project, students participate in the Washington Semester Seminar, a course consisting of a series of informal meetings with members of Congress and government officials. The program is 16 weeks in length. Junior standing is required. Students normally earn three units of credit.

■ Wilderness Field Station. The ACM Wilderness Field Station is located on remote Low Lake in the Superior National Forest. It lies just outside the Boundary Waters Canoe Area, offering students an exceptional opportunity for direct observation of nature in the north woods. Much of the fieldwork in this lakeland wilderness is done on canoe trips involving paddling, portaging, and camping under primitive conditions. The base camp's well-equipped laboratories and herbarium enable students to supplement their field study with the latest analytical techniques. Courses in botany, vertebrate zoology, aquatic biology, behavioral zoology, physiological ecology, wetlands ecology, mycology, and ornithology are offered during the two month-long summer sessions along with environmental biology for nonscience majors and an independent study option.

Length of program: June-July, July-August, or both.

Enrollment: 45-50 students.

Eligibility: One college-level biology course or its equivalent is required for all courses except environmental biology, for which one college-level biology course is recommended but not required.

Credit: One unit per session to a maximum of two units for both sessions.

Application deadline: March 1.

■ Women in Management. The summer Women in Management program introduces talented juniors to graduate study in management and to the world of business at a time when such experience can have real impact on their career planning. Selected interns spend the summer in Chicago, working full time, participating in the Women in Management seminar, and taking a graduate-level course in business administration at the Keller Graduate School of Management. Internship assignments are designed to include management-level responsibilities. Each intern is granted a fellowship which includes a cash stipend, full tuition and books, and housing.

Length of program: June-August.

Enrollment: 25 interns.

Eligibility: Juniors, selected on the basis of academic excellence, leadership, and professional promise.

Credit: Check with the Department of Economics and Business Administration.

Application deadline: February 15.

■ Yugoslavia. For more than a thousand years a dividing line and scene of confrontation between East and West, Yugoslavia presents a fascinating setting for the study of nation building and of historical and contemporary world affairs. The Yugoslavia program permits firsthand study of this historical legacy and the patterns of modern development which have created in Yugoslavia a unique economic system and a multiethnic communist society. Based in Zagreb, a major cultural center, the program includes intensive language training and course work at the University of Zagreb, field trips, and home stays with local families. Courses cover such topics as industrialization and social change, Marxist philosophy, and international relations and the political system.

Length of program: August-December.

Enrollment: 20-25 students.

Eligibility: Sophomores and juniors.

Credit: 4.5 units.

Application deadline: April 1.

Admissions and Financial Aid

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■ **Admissions Policy.** Monmouth College admits qualified men and women without regard to physical handicap or their geographic, cultural, economic, racial, or religious backgrounds. Each applicant for admission is evaluated on his or her individual merits. The College does not make decisions on the basis of single test scores or other isolated credentials, seeking rather to develop a comprehensive understanding of each applicant's abilities and potential. Personal qualities such as motivation, goals, maturity, and character are considered.

Applicants should take a college-preparatory program which includes English, history, social science, mathematics, and natural science. Foreign language courses, while not required, are strongly recommended. Applicants who have not been enrolled in school for a year or more should provide a statement describing their activities since last enrolled.

■ **Types of Application.** Monmouth College admits students on two bases:

- **REGULAR ADMISSION.** Candidates apply during their senior year of high school.
- **EARLY ADMISSION.** Students may accelerate their educational programs while in secondary school and enter the College after three years. Candidates applying for early admission should present unusually strong academic credentials, give evidence of the academic and social maturity necessary to succeed in college, and have the enthusiastic support of the secondary school in which they are enrolled.

■ **Application Procedure.** A candidate must send the application for admission together with a nonrefundable application fee of \$15 to the Director of Admissions. In addition, the applicant should have the following materials sent: the high school transcript, ACT or SAT scores, and two personal recommendations. Application materials are enclosed in the Monmouth College portfolio.

■ **Entrance Tests.** Monmouth College requires applicants to submit the results of either the American College Test (ACT) or the Scholastic Aptitude Test (SAT). Applicants should take the test during the spring of their junior year or early in their senior year. High school guidance offices have information on the tests, test dates, testing centers, and registration procedures.

■ **Notice of Admission.** The College reviews an application when all requested materials are received and reports to the applicant immediately. Notice of an initial deposit of \$100 is included in the letter offering admission. Fifty dollars is credited toward the first term's charges, and \$50 is held by the College and credited to the student as a damage deposit. It is refundable upon graduation, provided no outstanding charges are due.

■ **Scholarships and Financial Aid.** Monmouth College's extensive scholarship and financial aid program assists students of promise and merit. No student should fail to apply for admission because of concern about costs. Except for ROTC scholarships and certain honor scholarships, Monmouth's awards are based on financial need. All applicants for aid must submit the Financial Aid Form of the College Scholarship Service or the Family Financial Statement of the American College Testing Service. These forms are available in high school guidance offices.

The College usually offers a financial aid package consisting of federal and/or state grants, Monmouth College gift assistance, part-time employment, and loans. All forms of aid are granted for one year, and recipients must submit an application for renewal annually.

Detailed information about scholarships, grants, loans, and employment opportunities may be obtained from the Director of Financial Aid.

■ **Advanced Placement and Credit.** Monmouth grants advanced placement and credit or advanced placement without credit to entering students who demonstrate proficiency in certain subjects in the Advanced Placement Program or the College Level Examination Program of the College Board.

Application for advanced placement should be made to the Dean of the College. Credit may be recorded if doing so does not void units necessary for high school graduation. The granting of credit must be recommended by the instructor who teaches the course, the chair of the department concerned, and the student's faculty adviser.

■ **Transfer Students.** Applications for admission from students who have attended other accredited institutions and performed satisfactorily are welcome at Monmouth. Transfer applicants follow regular admissions procedures and also submit an official transcript from each college attended. A transfer applicant who has been out of college one or more terms must provide a statement explaining why the student left college, what he or she has been doing since leaving college, and why he or she wishes to transfer to Monmouth.

An evaluation of the previous college transcript will be included with the offer of admission and will show how the units of credit that are accepted meet the graduation requirements of Monmouth College. The last nine term courses in the student's academic program must be taken at Monmouth.

Transferred credits are entered on the student's academic record but are not included in the computation of the grade-point average at Monmouth College. Further information about transfer credits may be found elsewhere in this catalog.

■ International Students. The College welcomes applications for admission from students of all nationalities, believing that such students contribute importantly to the life of the College. Monmouth has served overseas students well for many decades. The College's graduates include, for example, an unusually large number of Asians. In addition to following the standard application procedures, international students should submit results of the Test of English as a Foreign Language (TOEFL), a one- or two-page handwritten statement explaining their educational goals and their reasons for wanting to study in the United States, and certification of the amount and source(s) of financial support that will be available to them while studying in the United States. International applicants should be prepared to pay all College charges and miscellaneous expenses during the regular academic year, living expenses during vacation periods, and transportation expenses.

Monmouth College is authorized under federal law to enroll nonimmigrant alien students.

■ Special, Part-Time, and Reentering Students. Special students are those who are not candidates for the degree. Permission to register as a special student must be obtained from the Dean of the College before the beginning of the term. Should a special student decide to become a degree candidate, the regular admissions procedure must be completed.

Part-time students are those who register for fewer than two units of credit per term. Permission to be a part-time student must be obtained from the Dean of the College before the beginning of the term.

Students who have previously attended Monmouth College and wish to reenter must obtain permission to reenroll from the Dean of the College before the beginning of the term.

■ Special Scholarships, Prizes, and Awards. Monmouth College sponsors a number of National Presbyterian College Scholarships, which are available on a competitive basis to entering freshmen. Applicants must be communicant members of the United Presbyterian Church and must take the Scholastic Aptitude Test no later than December of the senior year. Application forms may be obtained by writing to: National Presbyterian College Scholarships, 430 Interchurch Center, 475 Riverside Drive, New York, New York 10027. Applications must be filed before December 1 of the candidate's senior year.

National Merit Scholarships are available at Monmouth. Awards are competitive and stipends depend on financial need. Applications may be obtained from the National Merit Scholarship Program, One American Plaza, Evanston, Illinois 60201.

To students who will graduate from a high school in Warren, Henderson, Mercer, or McDonough counties in Illinois and who continue to reside there, the College makes an award to ensure their receiving at least \$1,000 toward their expenses at Monmouth. Students eligible for other financial aid must complete applications for such assistance and must file the Financial Aid Form of the College Scholarship Service. A Monmouth College tuition grant will be added to other gift assistance up to a total of \$1,000. Students who receive a gift of \$1,000 or more from other sources are ineligible for a Monmouth tuition grant. However, the student whose need is greater than such a gift will be awarded financial aid according to need.

The scholarships, prizes, and endowed funds listed below have come from generous alumni and friends of the College and from organizations and businesses interested in supporting independent higher education. These are awarded to appropriate recipients and no special application is necessary.

Dr. and Mrs. J. A. Barnes	Robert Y. Park
Sarah Holmes Bigger	Luella Olive Parshall
Biggsville United Presbyterian Church	Margaret Pollock
Jacob Bohart	J. Mason Prugh
Sam Bond	Nancy H. Renstrom
N. H. and Isabelle Brown	William St. Clair
George H. Brush	Prudence Margaret Schenk
Boyd S. Campbell	Marion B. Sexton
Hattie Boyd Campbell	Somonauk United Presbyterian Congregation
John Carothers	Spring Hill United Presbyterian Congregation
Class of 1901	Stronghurst
Crimson Masque	J. B. Taylor
C. G. Dennison-W. M. Story	Nannie J. J. Taylor
Lois Diffenbaugh	Dr. Garrett W. Thiessen
Elder Ministerial and Christian Work	Esther M. Thompson
Bella B. Elliott	Martha Thompson
Elmira Church	Henry A. Todd
John Q. Findley	Adaline Wilkin Waddell
First Washington United Presbyterian Congregation	Martha Wallace
William B. Frew	J. F. Watson
Alvin W. Galloway	Weaver White
Mr. and Mrs. H. O. Garrity	David A. and Elizabeth Cameron Whiteman
Robert J. Gibson	Woods Scholarship
Smith Hamill	Margaret N. Worden
John Charles Hanna	John Wright
Hanover United Presbyterian Congregation	Mr. and Mrs. William E. Wright
Janet Shaw Hayes	Xenia United Presbyterian Congregation
Mabel Hinmann	
Janet Hume	
Lieutenant M. Don Isaacson	
Andrew Johnston	
Elizabeth Stewart Johnston	SPECIAL SCHOLARSHIPS
Emma Brownlee Kilgore	Anderson Trust
Mary Elizabeth Kilpatrick	Board of Christian Education (National Presbyterian Scholarships)
Jane Kinkaid	Exchange Club
Mattie Kinkaid	Graduate M-Club
John Lafferty	Lubrizol Foundation
Olive J. Lowry	Robert T. Ludwigsen Memorial
M. M. Maynard	Mellinger Awards
Mary Cooke McConnell	Mortar Board, Tau Pi Chapter
McLaughlin Brothers	A. Montgomery Ward Foundation
Louise C. and Max W. Mills	
Hugh Nash	
Norwood Scholarship	
Adam Oliver	

ENDOWED SCHOLARSHIPS

W. Kenneth and Anna Mae Addleman Scholarship
Beacham-Holcolm
J. Boyd Campbell
Frank M. Carnahan
F. Garvin Davenport Memorial
John S. and Mary Louise Differnbaugh
Selig and Selma Edelman
Reverend John W. English and Mabel W. English
Memorial
Cliff Struthers Hamilton
Harmony Memorial
Lucia Elliott Hill
Emily Roberts Hubble
Elizabeth M. Keller
Grace Wells Kennedy Memorial
Takashi Komatsu
John Barnes Kritzer
Jean E. Liedman Memorial
Margaret Lord Music
Kathryn Arbella McCaughan
Homer McKay
Mrs. Minnie McDill McMichael
William A. McPhail and Sadie R. McPhail
A. H. Morrow
Mildred Steele Nearing
Theresa Nottelmann
LaVerne Noyes Foundation
Margaret White Potter
Reader's Digest Foundation
Peyton Roberts
Luther Emerson Robinson
Security Savings and Loan Association of Monmouth
Shields Scholarship
William J. and Florence Brady Stevenson
J. L. Van Gundy
Wallace-Eljabar
Eli B. and Harriet B. Williams Memorial
Reverend and Mrs. Stephen Wallace Woodburn and
Esther C. Woodburn

ANNUAL PRIZES

Hugh R. Beveridge Prize in Analysis
Eva Cleland Prize
Paul Cramer Prize in Algebra
F. Garvin Davenport Prize
Dean G. Epley Award in Sociology
Lyle W. Finley Prize in Calculus
Adele Kennedy Prize in English
Lulu Johnson McCoy Prizes in Music
William B. McKinley Prizes in English
James Nevin Debate Prize
Mary Porter Phelps Prize
Lena Lee Powell Pi Beta Phi Prize
Thompson Prize
The Waid Prizes
Waid Biographical Reading Prize

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FACULTY, 1981-82

FULL- AND PART-TIME FACULTY

Bruce Haywood (1980), President and Professor of Comparative Literature, 1980- • B.A., McGill University, 1950; M.A., 1951; Ph.D., Harvard University, 1956; D.H.L., Kenyon College, 1980.

William O. Amy (1978), Dean of the College and Professor of Religious Studies, 1978- • B.A., University of Western Ontario, 1951; B.D., Evangelical Theological Seminary, 1954; S.T.M., Biblical Seminary, 1955; Th.D., University of Toronto, 1966.

David C. Allison (1962), Professor of Biology, 1973- • B.S., University of Illinois, 1956; M.S., 1957; Ph.D., Pennsylvania State University, 1960.

Barbara Anderson (1978), Lecturer in Music, 1978- • B.A., Luther College, 1973; M.A., University of Iowa, 1974; M.S., 1976.

Gene H. Anderson (1978), Assistant Professor of Music, 1981- • B.A., Luther College, 1963; M.A., University of Iowa, 1969; Ph.D., 1981.

George F. Arnold (1974), Assistant Professor of Education and History, 1975- • B.S., Buffalo State College, 1968; Ph.D., University of Maryland, 1975.

Elwood H. Ball (1953), Assistant Professor of Music, 1953- , Director of Career Planning and Placement, 1981- • B.Mus., University of Michigan, 1947; M.Mus., 1952.

William A. Bate (1981), Lecturer in Government (Washington House), 1981- • A.B., State University of New York, 1966; M.A., Union College, 1971; Ph.D., George Washington University, 1979.

Harlow B. Blum (1959), Professor of Art, 1977- • B.F.A., University of Illinois, 1956; M.A., Michigan State University, 1959; M.F.A., Syracuse University, 1966.

Milton L. Bowman (1959, 1968), Registrar, 1975- , Professor of Biology, 1973- • B.S., University of Louisville, 1951; M.A., University of Missouri, 1954; Ph.D., 1959.

Cecil C. Brett (1963), Director of East Asian Studies, 1963- . Professor of Government and History, 1971- • B.A., University of British Columbia, 1948; M.A., University of Washington, 1950; Ph.D., University of Michigan, 1956.

David Brown (1977), Lecturer in Government (Washington House), 1977- • B.A., American University; M.S., Rutgers University; Ph.D., 1971.

Steven L. Buban (1977), Assistant Professor of Sociology, 1979- • B.A., University of Iowa, 1971; M.A., 1973; Ph.D., 1979.

Robert H. Buchholz (1950), Professor of Biology, 1963- • B.A., Fort Hays State College, 1949; M.S., Kansas State College, 1950; Ph.D., University of Missouri, 1957.

Ralph D. Butler (1979), Lecturer in Business Administration, 1979- • B.S., University of Illinois, 1953; J.D., University of Michigan, 1960.

Patricia B. Conrad (1979), Lecturer in Modern Foreign Languages, 1979- Director, Learning Skills Center, 1980- • B.A., Wittenberg University, 1962; M.A.T., Smith College, 1965.

Thomas R. Conrad (1978), Director of Development and Associate Professor of Government, 1978- • B.A., Wittenberg University, 1962; M.A., University of Massachusetts, 1963; Ph.D., 1968.

George A. Converse (1977), Associate Professor of Mathematics, 1977- • B.A., Oregon State University, 1963; M.S., University of Washington, 1966; Ph.D., 1967.

Mary B. Crow (1946), Associate Professor of History, 1972- • A.B., Monmouth College, 1941; Ph.M., University of Wisconsin, 1945.

Jack L. Daddona (1978), Lecturer in Education, 1978- • B.S., Mansfield State College, 1956; M.Ed., Pennsylvania State University, 1958.

Anna Marie Davisson (1965), Reference Librarian and Assistant Professor of Library Science, 1974- • B.A., Indiana University, 1961; M.A., 1963.

James L. De Young (1963), Associate Professor of Speech Communication Arts, 1977- • A.B., Beloit College, 1959; M.A., Bowling Green University, 1960; Ph.D., University of Minnesota, 1974.

Daniel C. Doe (1979), Assistant Professor of Military Science, 1979- • B.S., United States Military Academy, 1972.

Martin D. Feeney (1978), Assistant Professor of Speech Communication Arts, 1978- • B.A., Boston College, 1970; M.A., Bowling Green University, 1973; Ph.D., 1978.

Sally Finch (1974), Lecturer in Education, 1974- • B.S., Normal University, 1965.

Peter A. Gebauer (1975), Associate Professor of Chemistry, 1979- • B.S., Harvey Mudd College, 1965; Ph.D., University of Illinois, 1970.

Terry L. Glasgow (1972), Associate Professor of Physical Education, 1980- . Director of Athletics, 1978- • B.A., Parsons College, 1966; M.A., Northeast Missouri State University, 1970; Ph.D., Northwestern Louisiana University, 1972.

Robin M. Graham (1980), Instructor in Classics, 1980- • B.A., Knox College, 1972; M.A., University of Michigan, 1974.

Richard L. Griffiths (1967), Associate Professor of Music, 1979- • B.M.E., Wichita University, 1964; M.M.E., 1966; D.M.A., University of Washington, 1979.

R. Roger Guynn (1979), Assistant Professor of Military Science, 1979- • B.A., Southern Methodist University, 1975.

Douglas D. Hardin (1976), Lecturer in Physical Education, 1976- • B.A., Monmouth College, 1973.

Nelson H. Hart (1980), Chaplain, 1980- , Associate Professor of Religious Studies, 1981- • B.A., Michigan State University, 1964; M.Div., Gordon-Conwell Theological Seminary, 1968; Ph.D., Michigan State University, 1976.

C. Margaret Hastings (1969, 1971), Lecturer in Modern Foreign Languages, 1969- • B.A., Grenoble University, 1962; M.A., University of Lyon, 1966.

William M. Hastings (1968), Associate Professor of Psychology, 1976- • B.S., Loyola University, 1962; M.A., Southern Illinois University, 1966; Ph.D., 1969.

Harris R. Hauge (1963), Head Librarian and Professor of Library Science, 1974- • B.A., St. Olaf College, 1949; M.A., University of Minnesota, 1951.

H. Frederick Hintze (1979), Lecturer in Art, 1979- • B.A., Knox College, 1966; M.A., University of Iowa, 1978.

Michael B. Jackson (1981), Assistant Professor of Mathematics, 1981- • B.S., United States Air Force Academy, 1969; M.S., Middle Tennessee State University, 1977; Ph.D., University of South Florida, 1981.

J. Prescott Johnson (1962), Professor of Philosophy, 1969- • A.B., Kansas City College, 1943; A.B., Kansas State College, 1946; M.S., 1948; Ph.D., Northwestern University, 1959.

Brigit J. Keefe (1977), Lecturer in English, 1977- • B.A., Illinois Wesleyan University, 1967; M.A., University of Akron, 1970.

James M. Keefe (1981), Lecturer in Education, 1981- • B.A., Illinois Wesleyan University, 1965; M.S., Illinois State University, 1967.

John J. Ketterer (1953), W. P. Pressly Professor of Biology, 1963- • B.S., Dickinson College, 1943; Ph.D., New York University, 1953.

Richard L. Kieft (1975), Assistant Professor of Chemistry, 1975- • B.S., Dickinson College, 1967; Ph.D., University of Illinois, 1973.

Carolyn Tyirin Kirk (1972), Associate Professor of Sociology, 1980- • B.A., Michigan State University, 1967; M.A., 1969; Ph.D., 1974.

Peter K. Kloeppl (1967), Associate Professor of Physics, 1973- • B.S., University of North Carolina, 1952; M.S., University of Illinois, 1954; Ph.D., University of Chicago, 1963.

Judson F. Kruidenier (1978), Lecturer in Physical Education, 1978- • B.A., Monmouth College, 1950.

J. Rodney Lemon (1976), Associate Professor of Economics and Business Administration, 1976- • B.A., Monmouth College, 1964; M.S., University of Illinois, 1967; Ph.D., 1968.

Michael A. Lewis (1978), Lecturer in Physical Education, 1978- • B.S.Ed., Dakota State College, 1968.

Heimo A. Loya (1936), Professor of Music Emeritus, 1973- • B.Mus., Chicago Musical College, 1936; A.B., Monmouth College, 1938; M.A., State University of Iowa, 1941.

Irene H. McClintock (1981), Lecturer in Physical Education, 1981- • B.A., University of Illinois, 1972; B.S., 1974.

Roy M. McClintock (1966), Professor of Government, 1979- • B.A., University of Oklahoma, 1948; M.A., 1949; Ph.D., University of Missouri, 1961.

R. Jeremy McNamara (1964), Professor of English, 1978- • B.A., Kenyon College, 1953; M.S., University of North Carolina, 1954; Ph.D., Michigan State University, 1961; M.S., National University of Ireland (Dublin), 1974.

Charles J. Meliska (1969), Associate Professor of Psychology, 1976- • B.A., College of Wooster, 1963; M.A., Case Western Reserve University, 1966; Ph.D., 1970.

John L. Melone (1980), Instructor in Physical Education, 1980- • B.A., Monmouth College, 1978; M.Ed., Northwestern State University of Louisiana, 1979.

Kiyoshi Nakamura, Visiting Professor of Economics, 1982 • Waseda University.

Robert D. Nale (1978), Instructor in Business Administration, 1978- • B.B.A., Western Illinois University, 1972; M.B.A., Roosevelt University, 1977.

George C. Nieman (1979), Associate Professor of Chemistry, 1979- • B.S., Carnegie-Mellon University, 1961; Ph.D., California Institute of Technology, 1965.

Harry W. Osborne (1965), Professor of Romance Languages, 1965- • B.A., University of Iowa, 1943; M.A., 1945; Ph.D., University of Wisconsin, 1949.

David L. Ostrander (1980), Instructor in Physical Education, 1980- • B.A., Coe College, 1974; M.S., University of Montana, 1975.

Timothy L. Owen (1981), Lecturer in Business Administration, 1981- • B.A., Monmouth College, 1973.

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